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**PAPERS AND PROCEEDINGS**  
**OF THE**  
**THIRTY-THIRD ANNUAL**  
**MEETING**  
**OF THE**  
**AMERICAN LIBRARY ASSOCIATION**

**HELD AT**  
**PASADENA, CALIFORNIA**

**MAY 18-24, 1911**

**AMERICAN LIBRARY ASSOCIATION**  
**78 E. WASHINGTON STREET**  
**CHICAGO, ILL.**  
**1911**

General  
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Byron A. Finney  
Cof. 2

# PASADENA CONFERENCE

MAY 18-24, 1911

## PRELIMINARY SESSION

(Thursday, May 18, 1911, 8:15 p. m.,  
Hotel Maryland)

The preliminary session of the Thirty-third annual conference of the American library association was called to order by Mr. E. L. Conger, of Pasadena, who spoke a few words of welcome and introduced the Rev. Dr. D. F. Fox, of Pasadena, who, in the absence of the mayor, welcomed the conference to the city in a brief, witty and pleasing address.

Dr. Fox said he was sure that all the members were going to like Pasadena and feel that the Crown City was the real crowning glory in the realm of God's wonderful out-of-doors; that all were sure to be favorably impressed with the spirit of progress there displayed, and would be well repaid by a visit to some of the educational institutions in the neighborhood as well as to the famous scenic attractions which he hoped all the delegates would see before they departed; and that when they returned to their homes they would carry with them the best memories of delightful days spent in their beautiful valley.

Following Dr. Fox, Mr. J. W. Wood welcomed the members of the Association in behalf of the board of trustees of the Pasadena public library. He referred with pride to the fact that the people of the city had built their own library building, had bought its books and ably supported it, and that the character of the books read showed Pasadena to be an exceptional center of study and culture. The speaker said that the one note of sadness was the illness of the librarian, Miss N. M. Russ, who had planned and worked for two years for this Conference and now most unfortunately was sick and could only send her message of greeting with the hope that the visit would be pleasant and enjoyable to all.

Mr. L. W. Ripley, president of the California library association, was next introduced and in a few cordial words expressed the welcome of the state association. Mr. Ripley said that the influence left by the Association's visit of twenty years ago had not yet died away and that Californians anticipated from this visit even more benefit and uplift to their state.

Dr. FOX: There is unusual joy and pleasure in connection with the appearance of the next speaker. The response to the greeting, in behalf of the president of the American library association, in the absence of your president, is to be made by Mr. Samuel Swett Green, of Worcester, Massachusetts, who, when your Association met in San Francisco twenty years ago, was the president of the American library association. I have the distinguished honor, ladies and gentlemen, of presenting to you Mr. Green.

Mr. GREEN: Angels' visits, Mr. President, are generally far between. It is with the heartiest gratitude that the members of the American library association thank you for the offers of hospitality which you have made.

It is with extreme regret that we have met in the absence of our president, but perhaps it was wise for him to select, in naming him who should respond, one who had already realized how fully you carried out your promises and how much better a time we had when here before than we had any anticipation of. Twenty years ago representatives of your state met us at the borders of the state. We received a dispatch as we were crossing Nevada, telling us that representatives of libraries and of those interested in libraries, would meet us at Truckee, on the way to Sacramento. Those representatives reached Truckee before we did and were there to receive us. They brought us fresh salmon they had caught the day before in the Sacramento

of the Executive board, called the session to order.

Mr. LEGLER: In the absence of the president, Mr. Wyer, the duty devolves upon me, as representative of the Executive board to call to order this, the Thirty-third Annual Session of the American library association.

We all regret Mr. Wyer's inability to be present with us to-day and we deplore the compelling cause that has made his absence inevitable. In this emergency the Executive board members feel themselves particularly fortunate in having been able to persuade some of the ex-presidents of the Association to preside at the several meetings which comprise the program for this conference. Into their capable and experienced hands, therefore, the sessions of this Association will be placed, and I take great pleasure in yielding the gavel of the presiding officer to Mr. F. P. Hill, ex-president of the American library association. (Mr. Hill takes the chair.)

The CHAIRMAN: At this, the Thirty-third Annual Meeting of the American library association, we meet with two unusual handicaps; first, the illness of Miss Nellie M. Russ, the librarian of the Pasadena public library, and second, the absence of our president, Mr. James I. Wyer, Jr.

We are gathered here in this beautiful auditorium at the invitation of the Shakespeare club, and I have pleasure in introducing to you Miss Anna L. Meeker, the president, who will extend to us a hearty greeting on behalf of the club.

Miss MEEKER: Members of the American library association: On behalf of the Shakespeare Club, I am most happy to welcome you to our club house. We appreciate the honor of entertaining so large a body of distinguished people. It is safe to say that never before has there so large an amount of book lore been packed within these walls. It seems particularly fitting that the American library association should meet in the home of a woman's club, for the libraries and the women's clubs are mutually dependent. The women of our

clubs are steady patrons of our libraries, many of which have been founded by women's clubs. In our own state of California, before the state library covered the ground as completely as it does now, much of the energy of our women's clubs was spent in sending traveling libraries to communities where there were no libraries at all, and so a great deal of library work was done by women's clubs.

On the other hand, the woman's club would languish and die, perhaps, without the library. The library is the source from which we gather our mental food. It is our powder magazine from which we get our ammunition. It is our tool house from which we get our tools. The library is our school from which we get our training. It is the place in which we crystallize our ideas and it is our hospitable home where we are always sure of finding friends to talk to us. The library is essential to our well being and our well doing. Therefore, to you, representing all of the libraries of this great nation, our club is most happy to extend a cordial greeting and we are glad that you are here and we are happy to have the honor of offering you the use of our club house while you remain with us. We hope you will use it as freely as if it were your own homes. On behalf of the Club, I give you a most hearty welcome.

The CHAIRMAN: In speaking of the officers, or the ex-presidents who are to preside, it may be well, perhaps, to let you know how they will appear. To-day, the librarian of the Brooklyn public library; at to-morrow's session, Mr. C. W. Andrews of The John Crerar library will preside; at the next session, Mr. Henry J. Carr, librarian of the public library of Scranton; at the fourth session, Mr. A. E. Bostwick, of the public library of St. Louis; and at the fifth and last meeting, Miss Alice S. Tyler, of the Iowa library commission, who is not an ex-president simply because she would not stand for it, but who is an ex-vice-president.

A resolution of regret at the illness of Miss Nellie M. Russ, librarian of the Pasa-

ress in this country and throughout this continent. The destruction of the state library at Albany, it seems to me, is much more than a local loss, or a national loss. It is, in every sense, an international calamity. As president of a Canadian library association, and as a member of the American library association, it gives me very special pleasure to second this resolution.

The CHAIRMAN: Anything further to be said? If not, as many as are in favor of the resolution as presented by Mr. Utley, and seconded by Mr. Ripley and Mr. Burpee, will manifest it in the usual manner of to-day, by rising.

(The entire assemblage rose to their feet and the motion was passed unanimously.)

The CHAIRMAN: We trust that the Secretary will transmit this by lettergram to Mr. Wyer to-night. I am going to read a letter from him which he prepared in anticipation of not being able to be here and not as an answer to the resolution which has just been adopted.

Albany, N. Y., May 13, 1911.

Greetings to the A. L. A.

There is a possibility that I may not be able to reach Pasadena. Aside from the strenuous conditions immediately resulting from the destruction of the State Library, important pending legislation is likely to reach a stage at any day that will make it impossible to be so far away or so long absent from Albany.

No one who has been chosen president of the American Library Association willingly foregoes the honor and pleasant privilege of presiding over your annual conference. Nothing short of a great calamity such as that melancholy one, the stress of which threatens to detain me, would be counted a sufficient excuse for absence. Should it be imperative for me to remain at home, I can only hope that my plea of superior official duty will seem as adequate and convincing to you as it does to your president.

For six weeks he has confidently planned to be with you, and has steadily hugged the precarious hope that he might cross the continent to this meeting, in the face of the knowledge that at the last moment, or at almost any moment, events might so shape themselves as to make it wholly out of the question.

If finally he does not come, it will be only because it is quite clear that he has no right to be anywhere else than in Albany at this time—that there is too much now at

stake, and that no reasonable conception of duty will warrant any other course. In this event the opportunity will be presented to utilize the corps of ex-presidents, those ornamental by-products of our organization. To their kind and experienced offices the conduct of the general sessions of the Association may confidently be entrusted, with the unique and attractive element of variety which has certainly much to commend it when contrasted with the monotony accruing to a series of meetings all conducted by the same person.

Should it be necessary to read these sentences, they are offered with the keenest expressions of regret, a regret which you can not feel in equal measure, but with every confidence that beautiful and hospitable Southern California, the five hundred enthusiastic librarians of the Golden State and the representative attendance now assured from all parts of the country will all conspire to bring about a thoroughly memorable meeting.

J. I. WYER, JR.

The CHAIRMAN: President Wyer's address will now be read by Mr. W. C. LANE, ex-president of the American library association and librarian of Harvard university, whom I have the pleasure of presenting to you.

Mr. LANE: You understand, of course, the address I am about to read is Mr. Wyer's address, and not mine. I am simply a voice, and nothing more. The subject of the address is

#### WHAT THE COMMUNITY OWES THE LIBRARY

For fifty years the free public library has been "finding itself"; has been trying to discover its precise point of attachment in a complex social order; has been determining and evolving its proper functions and seeking to fix the scope of its activities. During this experimental period there have been some excesses to curb, some fungous growths to lop off, and some mistaken policies to revise. These have been, however, but the natural marks of quick growth. They have revealed no fundamental malady or fault. All in all the notion of what a public library shall be and do has become steadily clearer and more definite. Through work preeminently characterized by earnestness and devotion

it has commended itself to the people, and its place in our intellectual life as an institution and not as an appurtenance seems pretty securely fixed. What the library owes the community has been often discussed, what the library can do for the community is being abundantly demonstrated every day in every corner of the land and will be demonstrated with more and more effectiveness each year. It is highly becoming that the library should thus first have considered its own debt and duties before inquiring too straitly into those of the public which it serves.

The obligations are not all on one side, however. There are some things which the community owes the library, certain things which the community can do for the library which it can not do for itself and which can be done for it only by the organized local government or by its influential individual members. Fundamentally every community owes it to itself to *have* a library. This is a statement which in the past it has been far more necessary to support by argument than now in the day of its general acceptance. It is perhaps not too much to say that the burden of proof has somewhat shifted and now tends to rest upon the state, city, county or village which neglects suitable library provision for its people. Once a library is started, however, and by the very act of starting, obligations are assumed which are less generally and clearly recognized than would be well.

Certain fundamental statutory provisions touching the organization and control of the library should be so shaped as to emphasize by law, and so executed as to establish by precedent and tradition, the fact that partisan politics and personal self-seeking have no place in the governing board of a library. No mere phrase in charter or statute will achieve this. No single mode of appointment holds sovereign virtue sufficient to insure the right sort of trustees. They will result only from the rooting and acceptance of a firm conviction that the library and school concern, not the externals of life—fire, water, police, roads and bridges—but

the everlasting things of the spirit, the foundations of citizenship and character, and that on no account whatsoever shall their government be intrusted to that base metal which is welded into the links, wheels and shafts of a political machine. The ideal trustee is the active, clear-headed man of affairs, of large acquaintance with the city's business and its men of influence, who, if he does not believe thoroughly in the library, is open-minded and wholly free from pledge or prejudice, who knows or is willing to learn enough of its work to recognize its expert and specialized character, and so to avoid the melancholy confusion of legislative and executive functions which sometimes exists between trustees and staff. Such an appointive tradition and practice as is here urged is happily already widely prevalent in this country and yearly becomes stronger and is more consistently followed.

The community owes the library a competent staff as well as the right sort of trustees. It may be objected that the community has nothing to say about the personnel of the library staff. Indeed! Let a vacancy occur and every trustee will testify that numerous, insistent and very earnest citizens will instantly appear to urge certain candidacies on every ground except that of fitness as shown by temperament, training or experience. Well-meaning and high-minded trustees are constantly importuned, and too often consent, to favor a local candidate or one who needs the money and will work for very little, or somebody's sister, cousin or aunt, upon grounds wholly irrelevant and immaterial. Some communities which maintain public libraries and seem to take a sort of pride in them, have but the faintest conception of the splendid work which such institutions can do in the hands of a carefully chosen staff of trained and experienced people who are filled with the spirit of service. What can be hoped from a library administration which tacitly assumes either that a candidate's need is a sufficient measure of ability or that all the talent needed to manage a library in the best way



surely exists under the local vine and fig tree. This insistence on the mere accident of residence is one of the chief contentions of the merit system of civil service which librarians seem to be practically unanimous in condemning as thoroughly unsatisfactory for recruiting the staff in municipal public libraries.

The community owes the library a *reasonable* financial support. Reasonable is here a relative term. It may be defined roughly as the amount, not extravagantly disproportioned to the total city budget, which a thoroughly competent librarian can spend wisely. Perhaps fifty cents per capita is not unreasonable though it is likely that no American city yet spends so much. In fixing the amount of the library budget, the community (that is, the press, the city council, sometimes even the library board) often unjustly compares the total library expenditure of its city with others of about the same size, unjustly—because the bare statistics are the only factors that can really be compared and they tell no vital part of the tale. The real factors are the energy, interest and wisdom of the library board, the competence of the librarian and the staff, the excellence of the library buildings and equipment, and to a lesser extent the character and temper of the people. The people of many cities cheerfully pay a library tax twice that of other cities of equal size and would be instant to oppose a reduction, because the policy and conduct of the library have been wise and able and have won for it a cordial and tacit approval.

Yet the pet art of the demagogue bawling economy is to marshal meaningless figures intended to show that a large expenditure necessarily spells waste, when the truth is likelier to be that an unusually large appropriation shows an efficient administration which has been given the money because it has proved that it knows how to spend it wisely. The real waste is far oftener found in the very budget cited by the demagogue or the partisan paper to prove economy—a budget disproportionately small when compared with the size of the city, because an inert,

incompetent administration has never won the confidence of the powers behind the purse. It is not just to a library or to any other municipal enterprise to start it and then starve it to the accompaniment of a running criticism of its inefficiency. Library and school finances sometimes suffer temporarily because of maximum tax levy provision in state laws and in city charters. These fiscal safeguards probably originated when tax-supported schools and libraries were dubious innovations, worth a trial perhaps, but innovations which must be carefully hedged about till their usefulness was proved. Now their usefulness is fully proved. No one seriously questions the propriety, the desirability nor the civic and social necessity of publicly supported and administered schools and libraries. The day is long past when statutory limitations on expenditures for education are regarded seriously. The history of library legislation shows that provisions limiting the tax levy to one-half a mill, one mill, two mills, or to any stated sum, are being constantly repealed or extended to reflect the growing willingness of the American people to invest in education and to emphasize their approval of the results which are being achieved. Why then, is there further need for such provisions at all? They are now purposeless hindrances set in the path of social and educational progress—they may add zest to the race but they assuredly delay arrival at the goal. The state and municipal fiscal machinery affords enough checks to extravagant appropriating without arbitrary and antiquated provisions in the organic and statute law. There is no recognized tax rate, expressed in mills, which by general agreement represents a fair, generous or proper appropriation for public library purposes. There never can be such a rate. Assessed valuations vary widely among the states. The rate in one state will produce twice as much money on the same valuation as in another. And worse than all—that imitation in legislation which has modeled so many state constitutions on that of Ohio, tends to perpetuate in library laws and city charters with too little regard for differing condi-

tions, the provisions which some other city or state has found salutary.

The community owes the library a tasteful, substantial, reasonably adequate building, the interior planned by library people for library purposes and the whole set upon a central site. Some of the most melancholy chapters in municipal library annals treat of bitter personal or sectional squabbles over where the library shall be located, out of what it shall be built, and the library buildings are many which were planned and erected before it became the fashion to let librarians have even as little to say about the interior as they now may. The library may not be housed in the city hall, a school house, in residence houses left as legacies, or in any building not primarily made for library purposes without serious administrative waste and loss of efficiency, and, more important still, without robbing the library and its work of the dignity and impressiveness which belong to it.

The entire community owes the public library open-mindedness, patience and a better understanding of its work and needs. This is especially true of those persons and institutions that are potent in civic affairs and in the making of public opinion—the press, public men, the pulpit, the chamber of commerce, etc. The city council should never consider the library budget as the measure of any party—it is above party—nor regard the library staff as offering even indirect opportunities for patronage. The press should be as ready to commend as to criticize and both praise and blame should be discriminating and informed. Public men and influential citizens should be ready to say a good word for the library whenever it is deserved and equally ready to lend a hand and render it a service when help is necessary, for a library, like most public institutions, will have its ups and downs, depending usually upon the personality and power of the librarian and the most interested and influential men on its board.

Once the community has decided to have a library its trustees and staff properly may assume that it wants the best possible

library of size and scope commensurate with local conditions. This will require a home, books, competent help, in a word money. It will require more money than another community of equal size which is content with a library only half as good as it can be made. Out of this proper assumption, logically arise the obligations of the community to the library which have just been dwelt upon. These obligations depend upon and interact with those which the library owes to the community. Neither library nor community can furnish more than one of the oars by which the boat must be moved forward. A competent library board and staff without enough money is almost an unthinkable proposition for such a board and staff assuredly will get money. A good building and more money than the library administration can spend wisely is a commoner condition. There are more libraries that are not returning to the community in service full value for the money spent than libraries that are without money for wise and really necessary development.

In this somewhat formidable catalog of what the community owes the library, it must be ever in mind, despite the commercial sound of the phrase, that the community and the library do not occupy towards each other the usual positions of parties to a commercial contract where each is seeking his own gain and is willing to secure it at the expense of the other. In a business contract the privileges and emoluments ceded and alienated by each party are parted with absolutely for some real or supposed advantage ceded and received in return. The reciprocal obligations recognized between the library and the community, however, are but mutual privileges arranged between members of the same social family. No whit of good, no tithe of advantage can be lost to the larger community which includes both the library and its public, because of the fullest performance of their obligations by both parties. The resulting benefits are still "all in the family." There is, therefore, no excuse between library and community for that attitude of suspicion or distrust

which sometimes marks the strict enforcement of business contracts. There should be, there *must* be the frankest understanding, the heartiest cooperation arising from the knowledge that whatever benefits either library or community benefits both.

The CHAIRMAN: In introducing the next speaker I can do no better than to use a quotation from President Wyer's letter of instruction: "Mr. Wright is vouched for by Mr. P. B. Wright, no relation, by the way, who has promised for him an interesting, vigorous and stimulating address." Mr. WILLARD HUNTINGTON WRIGHT, literary editor of the Los Angeles Times, will speak to us on the subject

### IS LIBRARY CENSORSHIP DESIRABLE?

Mr. Wright said in part:

Censorship unfortunately is not confined to public libraries, the most objectionable forms being found outside these institutions. Furthermore the problem of censorship is not so large an issue in libraries as the outsider supposes. Subterraneanly, however, it influences the board's selection of books. Though actively no intolerance may be shown, the principle is ever present. Censorship in libraries is an offshoot of the general practice of censoring letters, and censorship in general includes library censorship in particular, as the principle is the same.

Censorship has had a long and inglorious career, dating from the days of early Rome to the present. Primarily it grew out of a sense of racial preservation; was originally in the hands of the church; and to-day is composed largely of that Puritan prejudice which is a survival of medieval superstition. Modern censorship is founded largely on the assumption that the sinner is the man of gaiety and impulse, and that the path of virtue is a highway of solemn reason, trodden only by serious minded folk. As a result stupidity and solemnity have been considered by censors as synonymous with morality.

The question of censorship hinges largely on the question of morality, and morality depends upon nationality, civilization and

period of development. What is strictly proper and moral in the heart of Africa would not be acceptable to the standards set by Americans of the present age, and consequently many things would pass censorship there, which would be questioned here. Strictly the only proper literary censorship is that exercised over wildly anarchistic philippics, diatribes against the government or hortatory tracts advocating lawlessness. The expurgation of memoirs, or the exclusion of erotic novels from libraries are not acts of true moral censorship, but are really only the practical application of Puritan prejudices.

In literary censorship the term "immoral" is often confounded with "sexual," and in consequence the works of Boccaccio, Dumas *filis*, Pinero and Sudermann are often stamped as immoral when the murdering rascals of Hawthorne, Conrad and Conan Doyle, fully as immoral, pass muster at the library.

In all these instances the rascally and erotic heroes and heroines are made to reap their just deserts and as soon as this is accomplished, the book, philosophically speaking, becomes moral. Some, however, will argue that the moral lesson is a hypocritical subterfuge and that the charm of the book lies not in the moral dicta, but in the glamour of the crime. However this may be, it is an undeniable fact that books of ethical lectures and volumes of homiletics have never yet been tabulated among the best sellers; that it is a psychological fact that ethics and morality appeal to us not through reason but through the emotions, and that the more attractively clothed the moral precepts are, the more apt we are to read them.

Morality in its last analysis means but one thing—custom. The assertion that it means aught else places the ban of bigotry—or at least of incorrectness—on the person who makes it. Morality is the code of manners adopted by a people for its racial preservation. These manners are governed entirely by conditions. Thus as conditions have changed morals have changed; and as conditions are different in different countries, so are morals different in differ-

ent countries. Conditions and necessities are always transitional. Progress is merely a changing of values. All of these changes must have new codes of laws to govern them. The whole question of censorship hinges on the proper use of the word "moral." The confusion of immorality with sin leads many people into difficulties, although sin is no more invariable than immorality. However, a distinction must be drawn between immorality and sin. Sin depends altogether on the individual's or institution's private belief; while morality is whatever the majority of the nation sanctions.

Consequently any progress or upward step not sanctioned by the majority is really immoral, and nations have advanced by the courage of those who have dared to be "immoral." If the early nations had succeeded in preserving their morality, slavery would still be in vogue and the crucifixion of martyrs would still be enacted in order to preserve the morals of the community. Only in leniency toward immorality is progress possible.

We have a law limiting the amount of benzoate of soda for preservative purposes in food to one-tenth of one per cent. Suppose, though, that some obscure government official should suddenly decide that the one-tenth of one per cent of this salt was injurious; he could not forbid the manufacturers who came under his jurisdiction to make use of this chemical. But this is precisely the principle involved in literary censorship. The law of our nation permits the publication of certain books, containing the one-tenth of one per cent of preservative spice or of heretical doctrine, and the moral censor, standing outside the law, decides that these ingredients are not moral, and the book is excluded from public libraries. Thus, the law permits the publication of a book the circulation of which the moral censor inhibits. The unfairness of this sort of thing is obvious.

The danger of individual censorship, or of clique censorship, as opposed to legal censorship, lies in the fact that the one is governed by personal prejudice, belief and superstition; while the other is reg-

ulated by what has been found to be the best for the people as a whole. No matter what a prosecutor's own personal convictions may be, his prosecutions are governed by the printed law. But in the case of the censor, this does not hold. A censor may excise or abolish according to his individual opinion, irrespective of the fact that, from a legal point of view—which is the real moral point of view—the book is perfectly proper. It seems to me that it would not be at variance with the American ideals of government—which, after all, are founded on our composite ideals of justice and right—should librarians permit on their shelves any book whatsoever that the law countenances; provided, of course, there is a sufficient demand to warrant its purchase.

The CHAIRMAN: I have the pleasure of introducing Mr. ARTHUR E. BOSTWICK, librarian of the St. Louis public library, who will speak on the subject

#### THE EXPLOITATION OF THE PUBLIC LIBRARY

Two and a half years ago; or, to be more exact, on January 22, 1909, in an address at the dedication of the Chestnut Hill Branch of the Free library of Philadelphia, the present writer used the following words:

"I confess that I feel uneasy when I realize how little the influence of the public library is understood by those who might try to wield that influence, either for good or for evil . . . So far there has been no concerted, systematic effort on the part of classes or bodies of men to capture the public library, to dictate its policy, to utilize its great opportunities for influencing the public mind. When this ever comes, as it must, we must look out! . . .

"Organizations . . . civil, religious, scientific, political, artistic . . . have usually let us severely alone, where their influence, if they should come into touch with the library, would surely be for good . . . would be exerted along the line of morality, of more careful book selection, of judicial mindedness instead of one-sidedness.

"Let us trust that influences along this

line . . . if we are to have influences at all . . . may gain a foothold before the opposite forces . . . those of sordid commercialism, of absurdities, of falsities, of all kinds of self-seeking . . . find out that we are worth their exploitation."

There have been indications of late that the public, both as individuals and in organized bodies, is beginning to appreciate the influence, actual and potential, of the public library. With this dawning appreciation, as predicted in the lines just quoted, has come increased effort to turn this influence into the channels of personal or of business advantage, and it may be well to call the attention of librarians to this and to warn them against what they must doubtless expect to meet, in increasing measure, as the years go by. Attempts of this kind can hope for success only when they are concealed and come in innocent guise. It is extremely hard to classify them, and this fact in itself would indicate that libraries and librarians have to deal with that most ingenious and plausible of sophists, the modern advertiser.

But in the first place I would not have it understood that the use of the library for advertising purposes is necessarily illegitimate or reprehensible. If it is open and above board and the library receives proper compensation, the question resolves itself into one of good taste. The taste of such use may be beyond question, or it may be very questionable indeed. Few would defend the use of the library's walls or windows for the display of commercial advertising; although the money received therefor might be sorely needed. On the other hand, the issuing of a bulletin paid for wholly or in part by advertisements inserted therein is approved by all, though most librarians doubtless prefer to omit these if the expense can be met by other means. Under this head come also the reception and placing on the shelves of advertising circulars or catalogs containing valuable material of any kind. Here the library gets considerably more than its *quid pro quo*, and no librarian has any doubt of the propriety of such a proceeding.

Again, where the advertising takes the form of a benevolent sort of "log-rolling," the thing advertised being educational and the *quid pro quo* simply the impulse given to library use by anything of this nature, it is generally regarded as proper. Thus most libraries display without hesitation advertisements of free courses of lectures and the like. When the thing advertised is not free, this procedure is more open to doubt. Personally I should draw the line here, and should allow the library to advertise nothing that requires a fee or payment of any kind, no matter how trifling or nominal, and no matter how good the cause.

These things are mentioned only to exclude them from consideration here. The library is really exploited only where it is used to further someone's personal or business ends without adequate return, generally with more or less concealment of purpose, so that the library is without due realization of what it is really doing. Attempts at such exploitation have by no means been lacking in the past. Take if you please this case, dating back about a dozen years: An enterprising firm, operating a department store, offered to give to a branch library a collection of several thousand historical works on condition that these should be kept in a separate alcove plainly labeled "The gift of Blank Brothers." Nothing so unusual about this. Such gifts, though the objections to the conditions are familiar to you all, are frequently offered and accepted. In this instance, however, the name of the branch happened to be also the name of the enterprising firm. The inference would have been overpowering that the branch had been named after the firm. The offer was accepted on condition that the books should be shelved each in its proper place with a gift label, to be of special form if desired, and that the donation should be acknowledged on the bulletin board. These conditions were not acceptable—a sufficient indication of the real object of the gift. Other cases might be cited, to say nothing of the usual efforts to induce the library to display commercial notices or to give official commendation to some book.

Several cases of the more ingenious attempts at exploitation having come to my notice during the past few months I set myself to find out whether anything of the kind had also been noted by others. Letters to some of the principal libraries in the country elicited a variety of replies. Some librarians had noted nothing; others nothing more than usual. One said frankly that if the people had been "working" him he had been too stupid to know it. But others responded with interesting instances, and one or two, in whose judgment I have special confidence agreed with me in noticing an increase in the number of attempts at this kind of exploitation of late.

I may make my meaning more clear, perhaps, by proceeding at once to cite specific instances which must be anonymous, of course, in accordance with a promise to my informants.

A photographer offered to a public library a fine collection of portraits of deceased citizens of the town. This was accepted. The photographer then proceeded to send out circulars in a way that rendered it very probable that he was simply using the library's name to increase his business.

A commercial firm, which had issued a good book on a subject connected with its business, offered to print for various libraries, at its own expense, a good list of works on this subject on condition that it should be allowed to advertise its own book on the last page. Submission of a proof revealed the fact that this advertisement was to be printed in precisely the same form and with the same kind of heading as information about the library given on the preceding page. The reader's inference would have been that the matter on the last page was an official library note. Of the libraries approached, some accepted the offer without finding any fault with the feature just noted; others refused to have anything at all to do with the plan; still others accepted on condition that the last page should be so altered that the reader could see clearly that it contained advertising matter.

A lecturer gained permission to dis-

tribute through a library complimentary tickets to a free lecture on an educational subject. When these arrived, the librarian discovered that the announcement of the free lecture was on the same folder with advertisements of a pay course. The free tickets were given out, but the advertisement was suppressed. Efforts of this kind are perhaps particularly noticeable in connection with the use of library assembly-rooms. There is no reason, of course, why libraries should not rent out these rooms in the same way as other public rooms, but it is usual to limit their use to educational purposes and generally to free public entertainments. Some efforts to circumvent rules of this kind are interesting.

Application was made to a library for the use of an assembly-room for a free lecture on stenography. On cross-examination the lecturer admitted that he was a teacher of stenography who desired to form a class, and that at the close of his lecture he intended to make announcement of his courses, prices, etc. He was told that this must be done outside the library.

It is very common, where the exaction of an admission fee is forbidden, to take up a collection before or after the lecture. When told that this is inadmissible, the lecturer sometimes takes up his collection on the sidewalk outside. There have been cases where employees of a library have embraced this opportunity to gather contributions. A colored janitor of a branch library was recently admonished for standing outside his own assembly-room door and soliciting money for a pet charity. Another janitor made a pilgrimage to the central library to collect from the staff. A classic instance of this kind is that of the street gamin who for several hours stood at a branch library door and collected an admission fee of one cent from each user. The branch was newly opened and its neighbors were unused to the ways of free libraries.

An example of the difficulty of deciding, in matters of this kind, whether an undoubted advertising scheme may or may not legitimately be aided by the public

library is found in the offer, with which all of you are familiar, of valuable money prizes for essays on economic subjects, by a firm of clothiers. The committee in charge of the awards is composed of eminent economists and publicists; the competitors are members of college faculties and advanced graduate students; the essays brought out are of permanent value and are generally published in book form. Under these circumstances many libraries have not hesitated to post the announcements of the committee on their bulletin boards. Others regard the whole thing as purely commercial advertisement and refuse to recognize it. One library at least posted the announcement of the competition for 1910, but refused to post the result. It would be hard to tell just how much altruism and how much selfishness we have here and the instance shows how subtle are the gradations from one motive to the other.

Advertising by securing condemnatory action of some sort, such as exclusion from the shelves, has also not been uncommon. This requires the aid of the press to condemn, abuse or ridicule the library for its action, and so exploit the book. The press, I grieve to say, has fallen a victim to this scheme more than once and has thereby given free use of advertising space ordinarily worth thousands of dollars. A flagrant instance of this kind occurred in one of our greatest cities about ten years ago. The work of a much-discussed playwright was about to be put upon the boards. A wily press agent, in conversation with an unsuspecting librarian, obtained an adverse opinion. The aiding and abetting newspaper, which was one of ostensible high character, proceeded at once to heap ridicule and contumely on the library and the librarian for their condemnation and exclusion of the play (which really wasn't excluded at all). The matter, having reached the dignity of news, was taken up by other papers and for a week or more the metropolitan press resounded with accusation, explanation, recrimination and comment. The gleeful playwright cabled oburgations from London, and the press

agent, retiring modestly into the background, saw advertising that would have cost him \$100,000, at the lowest estimate, poured into his willing lap by the yellow, but easy, press of his native burg. It is possibly unfair to cite this as an attempt to "work" the library—it was the public press that was ingeniously and successfully exploited through the library.

The fact that the mere presence of a public library is an advantage to the neighborhood in which it stands has led to numerous attempts to locate library buildings, especially branches, in some particular place. These are often accompanied by offers of building-lots, which, it is sad to say, have occasionally appealed to trustees not fully informed of the situation. I recall several offers of lots in barren and unoccupied spots—one in an undeveloped region whose owner hoped to make it a residence park and another in the middle of a flourishing cornfield, whose owner considered it an ideal spot for a branch library—at least after he had sold off a sufficient number of building lots on the strength of his generous gift. These particular offers were declined with thanks, but in some instances members of boards of trustees themselves, being only human, have not been entirely free from suspicion of personal or business interest in sites. Here it is difficult to draw the line between the legitimate efforts of a particular locality to capture a branch site and those that have their origin in commercial cupidity. Both of course have nothing to do with the larger considerations that should govern in such location, but both are not exploitation as we are now using the word.

A curious instance of the advertising value of the mere presence of a public library and of business shrewdness in taking advantage of it, comes from a library that calls itself a "shining example of efforts to 'work' public libraries for commercial purposes." This library rents rooms for various objects connected with its work, and finds that it is in great demand as a tenant. Great effort is made by property owners both to retain and to move quarters occupied for library pur-

poses. The board has recently refused to make selection of localities on this basis.

There is another respect in which the public library offers an attractive field for exploitation. In its registration files it has a valuable selected list of names and addresses which may be of service in various ways either as a mailing-list or as a directory. Probably there are no two opinions regarding the impropriety of allowing the list to be used for commercial purposes along either line. The use as a directory may occasionally be legitimate and is allowable after investigation and report to some one in authority. I have known of recourse to library registration lists by the police, to find a fugitive from justice; by private detectives, ostensibly on the same errand; by a wife, looking for her runaway husband; by persons searching for lost relatives; and by creditors on the trail of debtors in hiding. Where there is any doubt, the matter can usually be adjusted by offering to forward a letter to the person sought, or to communicate to that person the seeker's desire and let him respond if he wishes to do so. One thing is certain: except in obedience to an order of court, it is not only unjust, but entirely inexpedient from the library's standpoint to betray to anyone a user's whereabouts against that user's wishes or even where there is a mere possibility of his objection. If it were clearly understood that such consequences might follow the holding of a library card, we should doubtless lose many readers that we especially desire to attract and hold.

Of course the public library is not the only institution whose reputation has exposed it to the assaults of advertisers. The Christian ministry has for years been exposed to this sort of thing, and it is the belief of Reverend William A. Lee, who writes on the subject in "The Standard," a Baptist paper published in Chicago, that in this case also increased activity is to be noted of late. Persons desire to present the minister with a picture on condition that he mentions the artist to his friends; to give him a set of books or a building-

lot that his name may be used to lure other purchasers; they even ask him for mailing-lists of his parishioners' names. "I am constantly being besieged," says Mr. Lee, "by agents of divers sorts, and of divers degrees of persistency, for indorsements of patent mops, of 'wholesome plays,' of current periodicals, of so-called religious books, of 'helps' almost innumerable for church-workers and of scores of other things which time has charitably carried out of memory."

It is refreshing to find that the kind of library exploitation most to be feared seems not yet to have been attempted on any considerable scale or in any objectionable direction. I refer to interference with our stock and its distribution—an effort to divert either purchases or circulation into a particular channel. My attention has been called to the efforts of religious bodies to place their theological or controversial works on the shelves of public libraries. When the books are offered as donations, as is usually the case, this is hardly exploitation in the sense in which we are considering it, unless the library is so small that other more desirable books are excluded. A large library welcomes accessions of this kind, just as it does trade catalogs or railroad literature. Attempts to push circulation are occasionally made, but usually without success.

But up to the present time it is the glory of the public library that it knows neither North nor South, Catholic nor Protestant, Democrat, Republican nor Socialist. It shelves and circulates books on both sides of very possible scientific, economic, religious and sectional controversy, and no one has raised a hand to make it do otherwise. We should be proud of this and very jealous of it. As we have seen, there is some reason to think that newly awakened interest in the public library as a public utility has led to increased effort to gain its aid for purely personal and commercial ends. Naturally these interests have moved first. It is comparatively easy to steer clear of them and to defeat them. But attempts to interfere with the strict neutrality of the public library and to turn it into partisan-



ship in any direction, if they ever come, should be at the earliest betrayal of their purpose be sternly repressed and at the same time be given wide publicity, that we may all be on our guard. We may legitimately and properly adopt a once famous and much ridiculed slogan as our own, in this regard, and write over the doors of our public libraries "All that we ask is, let us alone!"

The CHAIRMAN: Now, I hope you will remain a few moments to listen to the reports of the Secretary and of the Committees. Most of the committee reports have been distributed by placing them upon the chairs in the hall and will not be read.

It falls to my pleasant lot to introduce Mr. George B. Utley, a worthy successor in the line of A. L. A. secretaries, who will now present the Secretary's report.

#### SECRETARY'S REPORT

The report which is here presented covers so far as a written statement can the work of the Executive office since the report made by Mr. Hadley at the Mackinac conference. Mr. Chalmers Hadley, who became Secretary on October 1st, 1909, resigned in January of the present year to accept the librarianship of the Denver public library, and the present occupant began his work at the Executive office on February 13th.

The Executive office finds itself still in possession of the roomy and commodious quarters generously given by the trustees of the Chicago public library and of the excellent equipment donated by the Chicago library club, and the year's tenure has only deepened our feelings of gratitude and obligation for these beneficent acts which have gone so far toward making possible an Executive office for the Association. We are also the recipient of many other courtesies; from the Chicago public library, light, heat, excellent janitor service, and many acts of kindness on the part of the staff which help the work very materially; from Mr. C. W. Andrews the free services of his treasurer's assistant when the service of a notary public is needed, which happens

at least once a month; from Mr. Henry E. Legler, the personal loan of pictures and furniture; and free clerical assistance from a number of friends of the work, which has enabled us at rush times to do more than our limited appropriation would have permitted.

The present Secretary, as did, I am sure, his predecessor, feels that certain phases of the work are materially assisted by the fortunate location of the offices in the same building with a library of no mean reference facilities and in close proximity also to two of the choicest reference libraries in the country. During the past year Mr. Hadley succeeded in organizing much more perfectly the routine of the office than was possible the first few months, and the work is now moving forward with considerable smoothness. It is not necessary to remind the membership that the ordinary business routine of the office, about which little needs to be said in an annual report, is nevertheless the part that takes the most time, that which must be attended to before excursions are made into fields of new activities, and which increases steadily in proportion to the success of the work accomplished. The editing of the Bulletin and various publications of the Publishing board, the reading of large quantities of proof, the sale of publications with the attendant mailing, billing and bookkeeping, the distribution of the Bulletin and the Booklist, the necessary bookkeeping of membership dues, changes of addresses of members, attending to a correspondence averaging 35 to 40 letters per day, preparing copy for advertisements, arranging contracts with printers, and making the business arrangements for the annual conference and mid-winter meetings; all these and many other matters must be regularly looked after each month as they come up. The remaining margin of time has been filled with a variety of activities of which it is only possible to give a suggestion, as work of this character is not easily classified, or reduced to statistics. The Secretary feels that the work of the Executive office is intensely interesting and responsible and fully deserving of the very best

thought and brain and business acumen that can be brought to bear upon it, and earnestly hopes that the efforts of the headquarters office are contributing in some measure at least to the increase of efficiency in modern library development.

The Executive office receives an immense amount of correspondence from library workers in all parts of this country, of the continent of Europe and of the world, letters not only coming to us from every state of the union and every province of Canada, but from Mexico, Cuba, Porto Rico, South America, England, Germany, France, Norway, Russia, Bulgaria, China, Australia, Hawaii and Straits Settlements. This correspondence is an able argument for the service that an Executive office can render to a very wide circle of workers. In most instances the Secretary has been able either to give the desired information or to direct the inquirer to the proper source for obtaining it. It can readily be seen that such a mass of correspondence occupies necessarily a considerable amount of the Secretary's time. As the Secretary pointed out in his last annual address, frequently the advice sought was of sufficient importance to require considerable thought and preparation in replying. Among the many items of information which have been asked from the present occupant in the past two months it may be of interest to show their trend and scope by recalling the following: Assistance on book purchases from a library in Mexico; how to start a free library in a town of 800 people; establishment of a library school in Russia; information on library laws for use in Norway; particulars on our civil service system from a government official of Bulgaria; how one may learn to become an expert indexer; whether it would be well for a small village library and a small college library to combine; assistance in establishing a library commission in a state now without one; suggestions for a reading list for a boy's summer camp; opinion regarding the value of certain designated juvenile books for library use; correspondence and personal conference with several persons regarding proposed additions to their library buildings; etc.

In his report last year the Secretary outlined the publicity work of the Executive office, calling attention to the various articles written for newspapers and other periodicals, for encyclopedias and annuals and for convention bureaus and commercial clubs. Mention was also made of the publicity given through library school lectures, through the sale of publications to non-members, as well as through official representation at various state meetings and through other agencies. As very much the same policy has been carried out the past year it is unnecessary to repeat in detail these employed methods. Along some lines the office has been enabled to do more publicity work than last year, but, as pointed out by Mr. Hadley, more money is needed for this work, though a certain amount can be accomplished on the present income.

During the year the Secretary has recommended about thirty librarians to positions, about half of whom received appointments; has been consulted regarding building plans by nearly twenty librarians or library trustees; has sent plans of buildings and photographs to eleven different cities; secured a valuable lot of magazines for one library; helped to select books for purchase by one of the three U. S. penitentiary libraries; and sent exhibits of library publications to Germany and to Russia. These exhibits were sent at the request of Hugo Münsterburg and Count John Tolstol, respectively.

Library building plans are proving very useful. Many requests are received for loans. We wish we might receive plans of all libraries erected in the past eight or ten years. Such a donation would be a real help to the cause of greater efficiency in library administration, and would not be a very great expense to the contributing libraries.

About one-fourth of the time of the Secretary, and about three-fourths of the time of the other staff members are occupied in work connected with the Publishing board. It is not necessary, however, to speak further of this feature of the Secretary's activities as the report of the A.

L. A. Publishing board covers this with sufficient fullness. The office has sold 10,273 copies of its various publications at an aggregate cost of \$4,778.12.

**Membership.** The Association needs more members, institutional and individual, and I believe just as firmly that the individuals and the libraries need the Association. Throughout the year a systematic and continuous campaign for new members has been conducted, and although our efforts have gained a fair addition of new names the number is woefully small compared with the total number of library workers in the country.

Every library that has an income of at least \$5,000 a year ought to belong to the A. L. A. both for its own good and for the help it can render the Association by its membership fee, and every librarian and library assistant whose salary is not less than \$60 a month would find it a personal asset and an advantage to be allied with the national association. Many a library board who have decided they could not afford to have their institution placed on the membership roll would unhesitatingly vote five dollars a year for periodicals which are of far less service than the A. L. A. Bulletin and Booklist, which are secured free through membership, to say nothing of the other very substantial benefits derived.

In addition to our desire to enroll a large number of libraries as institutional members, and entirely in addition to the pecuniary profit which membership brings to the work of the Executive office, we would like to welcome to the Association a host of library workers, in order that they may have the feeling of being a part of a great organized professional movement, of being one in a vast fraternity working for the uplift of their respective communities. We earnestly request librarians to recommend membership in the Association to their staff members. This, we are confident, can be tactfully done in a way to preclude any suspicion of duress on the part of the chief and to impress the assistants that it is solely for their good and advantage that the suggestion is made. A number of trus-

tees are already members of the Association, several having recently joined. We recommend to librarians that they extend a cordial invitation to join the A. L. A. to members of their boards, explaining to them the advantages accruing, and the opportunity, on their part, by a very small outlay, of aiding in library development beyond the confines of their own community. The library horizon of the average trustee would be considerably broadened by the perusal of the papers of such a conference as we are now holding, and he might look at things thereafter more nearly from the same point of view as his librarian. The membership is far more than national, it is world-wide. Besides having our members in every state in the union, and in nearly every province of Canada, our Bulletin goes to members in England, Scotland, France, Germany, Norway, Denmark, China, Japan, India, Australia, New Zealand, Hawaii, Philippine Islands and Porto Rico. If the Secretary could find the time for the necessary correspondence our membership could undoubtedly be widely extended among the libraries of Great Britain, as only two of the English libraries are now institutional members. The Secretary hopes to take up this matter in the near future and suggests that as a return courtesy some of our large libraries join the British library association and receive their official publications.

For the year 1910 only fourteen members of the Association were registered from Canada. The Secretary hopes to induce more of our Canadian cousins to take an active part in the association. Here too he can be greatly assisted if Canadian librarians who are interested in the Association will urge membership to their friends when attending local meetings or writing other librarians. If an official representative of the A. L. A. could attend some of the provincial library association meetings, good returns in membership would probably result.

There are at the present time 284 institutional members in the Association. The Secretary has recently addressed a special letter to the boards of about 350 libraries

in various parts of the country placing before them the advantages of membership and heartily inviting them to join the Association. This will, we hope, result in quite a list of new members. California has more members, both institutional and individual, than any other state west of the Mississippi, and it is a pleasure to report this fact here on California soil. But we suspect that even California has some librarians who have not yet found their way into the folds of the A. L. A.

On May 4th there were 2,118 members enrolled, of which 284, as stated above, were institutional members. From May 15, 1910, to May 4th, 1911, 296 new members have joined the Association as compared with 154 for the nine and one half months preceding—of this number 53 were institutional members, and by a strange coincidence in numbers 53 of the 154 new members of 1909-10 were also institutional members.

Notices regarding dues for 1911 were mailed the first of January; second notices were sent out the first part of April, and at the close of this conference third notices will be mailed, accompanied by a letter urging librarians not to let their membership lapse, and informing them that those who fail to remit before July 1st, will no longer be regarded as members. Until we know how many fail to respond to this notice it will be impossible to state the net increase in membership over last year, but there will probably be some gain. In 1910, 320 new members joined the Association, but 137 allowed their membership to lapse.

It is a serious problem how best to combat the tendency to let membership lapse when the member cannot attend the conference. If those who join the Association with the serious desire and intention to receive good and impart good find that they cannot attend the annual conference they should be all the more desirous of having the conference come to them in the form of the printed proceedings. This point of view we are endeavoring to force to the attention of delinquent members. We sincerely trust that many library workers on this coast

who have joined this year because the conference has been accessible to them will see wisdom in this position and will see to it that even though the next conference may not be near enough for them to attend they will keep in touch with the national movement by having the conference come to them in print.

In urging and discussing membership extension the Secretary feels the firm conviction that however much the Association may profit financially by an increased membership that the institutions and individuals who join reap far more benefit, and that to persuade persons to join the A. L. A. is to bestow on them far more advantage than is represented in the small fee which is annually levied.

**A. L. A. Representatives at Other Conferences.** The policy of sending official representatives of the A. L. A. to state library meetings proved even more popular this past year than ever before and more invitations were received than could be accepted. Unless, however, the pressure of work at headquarters was too great, or a conflict of dates prevented, either Mr. Hadley or some other delegated representative responded to these calls from state associations. Unquestionably mutual benefit has resulted from this interchange of speakers and the policy has broadened the horizon of many library associations.

Following the Mackinac conference Mr. Hadley was invited to lecture at five summer library schools, and three of these invitations were accepted. One talk was given on the A. L. A. and its work before the Minnesota summer library school, and the "Place of the library in a community" was discussed before all the departments at the University of Minnesota. A talk on the same subject was given at the University of Iowa, at Iowa City, Iowa, and a general address was given at the Indiana summer library school, Earlham College, Richmond, Indiana.

In the latter part of September upon invitation from the University of North Dakota, Mr. Hadley represented the A. L. A. at the exercises incident to the inauguration of Dr. F. LeR. Macvey, as president

of that University. The A. L. A. was one of twenty-five national organizations represented on that occasion. As these exercises were attended while the Secretary was on his way to the meeting of the North Dakota library association no expense was incurred either by the A. L. A. or by the state association. At the North Dakota meeting, Sept 30 and Oct. 1, Mr. Hadley spoke on "Affiliation of the state association with the A. L. A.," and also helped to conduct a meeting of the trustee section. On this trip he gave an address before the State normal school and opened the citizen's free lecture course at Fargo with a talk on the American public library.

From North Dakota the Secretary went to Fairmont, Minnesota, to attend a meeting of the Minnesota library association, Oct. 4-6. Here he also spoke on the subject of State affiliation with the A. L. A., and gave an address before the general public on the "Place of the library in a community."

Mr. Legler represented the A. L. A. at the Illinois state meeting at Rock Island, Oct. 11-12, and spoke on "Extension work of the Chicago public library," and Mr. Hadley also attended in order to speak upon the subject of state affiliation with the A. L. A. Following this meeting the Secretary attended the Iowa state meeting at Davenport, Oct. 11-13, speaking on the state library association and its work, and also on the subject of affiliation with the A. L. A., and going on from there to Abilene, Kansas, to the Kansas state meeting, Oct. 13-14. Here he spoke on the importance of a state library commission and what it means to library work.

The Nebraska state meeting, held at Lincoln, Oct. 19-21, was attended officially by Mr. Legler who gave an address on the subject, "What of the rural library?"

Mrs. Elmendorf, first vice-president of the A. L. A., attended the Michigan meeting at Jackson, Oct. 18-19 and spoke on "Children's right to poetry."

Dr. Bostwick attended, as the official representative of the A. L. A., a meeting of librarians at Little Rock, Jan. 26, at which time the Arkansas library associ-

ation was most auspiciously and enthusiastically organized and launched. Dr. Bostwick's principal address was on the subject "The public library as a public utility." He also addressed the business session and spoke on the subject of the public library movement before the Senate and House of Representatives. Although Mr. Hadley was unable to attend this Arkansas meeting he helped to draw up the plans for it.

The present Secretary attended the Wisconsin state meeting at Milwaukee, February 22-23, and spoke on the work of the A. L. A.

Mr. Wyer attended the Atlantic City meeting of March 9-11 and gave an address, "Outside the walls," and also discussed state affiliation with the A. L. A. Mr. Legler attended the Georgia state meetings at Athens, April 17-19, and gave the principal address.

In addition to these attended meetings Mr. Hadley spoke before the Milwaukee library club on the American library association and its work and at the Wisconsin state normal school, in Milwaukee, on "The Place of the American Library." The Secretary was obliged to decline invitations from the State association of Indiana, Ohio, Kentucky and North Carolina, owing either to conflicting dates or pressure of work at the Executive office.

**Changes in Officers and Committees.** Mrs. H. L. Elmendorf, upon election to the position of first vice-president, resigned as one of the two members of the Executive board whose terms expire in 1911 and Miss Alice S. Tyler was designated by the Executive board to serve pro tempore, until 1911, to succeed Mrs. Elmendorf.

Chalmers Hadley's resignation as Secretary of the A. L. A., in January has already been recorded elsewhere in this report.

Asa Don Dickinson resigned in January from the Committee on work with the blind, and J. L. Gillis was appointed to succeed him.

The present Secretary succeeded Mr. Hadley as member of the Program committee.

**Necrology.** During the year the Association has suffered the loss of eight of its members by death. The list includes a charter and life member who had served as treasurer; three library trustees who had sufficient interest in their trusts to look for support and inspiration beyond their local library horizons, and one who by his winning personality, his desire to be a "friend to man," and his accomplishments in the world of letters had endeared himself in the hearts of all of us whose fortune it was to know him.

Sam Walter Foss, librarian of the Somerville (Mass.) public library, and widely known also as a poet and lecturer, died February 26, 1911. Mr. Foss joined the Association in 1899 (No. 1851) and attended the conferences of 1899, 1900, '01, '02, '03, '04, '06, '09. He served the A. L. A. as chairman of the finance committee 1904-1906.

James Madison Pereles, for 18 years president of the board of trustees of the Milwaukee public library and chairman of the Wisconsin free library commission since 1905, died December 11, 1910. Judge Pereles joined the A. L. A. in 1908 (No. 4514) and attended the Minnetonka conference.

C. A. Preston, of Ionia, Michigan, died October 2, 1910. He joined the A. L. A. in 1910 (No. 4973) but had attended four conferences.

Cass Richardson, who was with E. P. Dutton & Co. for many years, died June 9, 1911. He joined the Association in 1903 (No. 2758), and attended the conferences of 1903 and 1908.

Mary W. Taylor, librarian of the Bureau of chemistry, Washington, D. C., since October, 1905, died December 13, 1910. Miss Taylor joined the A. L. A. in 1904 (No. 3108) and attended the Minnetonka conference.

Frank J. Thompson of Fargo, N. D., died Feb. 25, 1910. He was a director of the public library of Fargo, North Dakota, and for a time librarian; one of the founders of the North Dakota library association and its first president; active in the creation of the North Dakota library com-

mission and its first president. He joined the A. L. A. in 1906 (No. 3972). He never attended any of the annual conferences.

Henry Mitchell Whitney, librarian of the James Blackstone memorial library of Branford, Connecticut, since 1899, died March 26, 1911. Before entering library work he was for many years a professor in Beloit College. Mr. Whitney joined the Association in 1886 (No. 568) and attended the conferences of 1886, 1900, 1902, 1905 and 1906.

James Lyman Whitney, formerly librarian of the Boston public library, died at his home in Cambridge, September 25, 1910, after a professional service of nearly forty-one years. In 1868 he became assistant librarian of the Cincinnati public library, but the following year began his long connection with the Boston public library. From 1874 to 1899 he was chief of the Catalog department; from 1899 to 1903 he was librarian; but finding the duties too onerous for his advanced years he resigned as librarian in 1903 and was appointed chief of the department of documents and statistics and of the manuscripts. As a bibliographer and man of learning Mr. Whitney will long be remembered. Although not the author of the card catalog he did much to perfect its system and was one of its chief developers. He was a charter member (No. 59) as well as life member of the A. L. A., treasurer from 1882 to 1886, and an attendant at ten conferences of the Association, namely 1876, 1879, '82, '83, '85, '86, '96, '99, 1900 and 1902. He also attended the international conference at London in 1897. For further particulars see "Library Journal," v. 35, no. 10, p. 478; v. 36, no. 3, p. 146.

Mrs. Agnes Fairbanks Willard, trustee of the St. Johnsbury (Vermont) Athenaeum, died March 15, 1910. She joined the Association in 1902 (No. 2512), and attended the Magnolia and Bretton Woods conferences.

The following persons at various times belonged to the Association but were not members at the time of their death:

George Hall Baker, librarian emeritus of Columbia university library, died March 27, 1911. Mr. Baker joined the Association in 1885 (No. 478), and attended the confer-

ences of 1885, '86, '90, '92, '93, '94 and '97. For further particulars see Library Journal, 24; 231.

Prof. Edward W. Hall, librarian of Colby College, died September 8, 1910. He was one of the early members of the Association, joining in 1877 (No. 76) and attended three of the early conferences.

Thomas Wentworth Higginson, historian, author, minister, soldier, for many years trustee of the Cambridge, Mass., public library, died May 9, 1911. He joined the Association in 1897 (No. 1566). So far as recorded, Col. Higginson attended none of the annual conferences.

Miss Mary F. Macrum, of the staff of the Carnegie library of Pittsburgh, died November 1, 1910. She joined the A. L. A. in 1896 (No. 1481) and attended four conferences.

Edward W. Mealey, trustee of the Washington County free library of Hagerstown, Maryland, died April 28, 1910. He joined the Association in 1901 (No. 2298) and attended the conference of that year.

James H. Stout, of Menomonie, Wis., a friend of libraries and active in library legislation and development, died December 8, 1910. He joined the A. L. A. in 1896 (No. 1518) and attended two annual conferences.

Rt. Rev. Alexander H. Vinton, bishop of the Protestant Episcopal diocese of Western Massachusetts, died Jan. 18, 1911. He joined the Association in 1889 (No. 769), and attended the conference of that year.

The following reports were then read by title, received and referred to the Program committee:

#### COMMITTEE ON CO-ORDINATION

At a meeting of the Committee on Co-ordination, which was held at Mackinac last summer, the Committee decided that its Report for the ensuing year should consist of a short series of special reports on divisions of the general subject.

As a result, the following papers have been prepared by the gentlemen whose names are appended to them. They are

now submitted as the Report of the Committee on Co-ordination.

C. H. GOULD,  
Chairman.

#### Exchange of Duplicates

The public library of Cincinnati has sent away tons of bound newspapers and unbound medical periodicals, and has other tons which it would be glad to send to any library of standing willing to accept them. What little has been received in return has been selected at great labor, and probably unprofitable labor, from lists of duplicates offered by other libraries. In a few words, the experience of the public library of Cincinnati in the exchange of duplicates has not been satisfactory, relief will now be sought in the auction room. But there are still exchange enthusiasts, and that this report may not seem biased, we give the views of two of these.

The first writes: "My experience has been that duplicates, unless they are books of some considerable rarity or costliness, do not sell for enough in the auction room to make that a very profitable device for handling them. I much prefer to send the titles to other libraries, when I can find a man who looks at the thing in the large and who will take what he wants and give me the same opportunity to select from his duplicates. A man who desires, however, to figure out to a cent the value of each duplicate, and is always fearful lest perhaps he does not get his fair share in return, it is not of much use to bother with. I think a very generous policy on the part of libraries in exchanging duplicates, where there is a reasonable chance of return, is, on the whole, the best way of disposing of them, but the process must be reduced to a business system. Our own plan is to file away duplicates as they are received in a numerical order, this order being the key to the whole situation. A rough author entry is made for each duplicate and these entries are then sent, when a sufficient package has accumulated, to some library with which we have exchange relations. They select anything they desire and return the slips to us. We can quickly find,

by the numbers, any given duplicates and ship them by freight. The expense of the entire transaction is not great, and, according to our experience, the returns abundantly warrant the time and cost of the transaction. My own feeling is that this is a more desirable thing for libraries to do than to attempt to get money out of their duplicates through the auction-room.

"One other way of obtaining money from them, however, is also feasible. I always go through the book wants columns in Publishers' weekly each week and send out from a dozen to twenty cards in response to titles asked for. Of these I usually sell enough so that the entire money receipts for the year represent practically all the expense that is put into our duplicate collection. In this way I feel that whatever we get out of our duplicates in the shape of exchanges is so much to the good.

"I do not know as this will be of the slightest value to you but I infer from your letter that you are not much of a believer in the exchange of duplicates, and consequently I have written a little more at length to show you that in our case, at least, the trouble of handling them seems to be quite worth while."

The second advocate of exchange is convinced that while it takes a great deal of labor to handle duplicates through correspondence, yet the results are usually encouraging. Exchange work draws libraries closer together and promotes co-operation. "In medicine" he says, "we have acquired thousands of dollars' worth of journals through exchange and these have been in better shape and more complete than similar material bought from some of the New York medical booksellers."

The above divergent views appear to us to formulate the chief arguments for and against the auction-room as a substitute for direct exchange of duplicates between libraries; also the arguments for and against such direct exchange. Both plans have disadvantages which, in the opinion of a third correspondent, go to show that a regular clearing house for duplicates is really essential. But, as he looks at the

question, the clearing house, if it is to be thoroughly effective, should be connected with one, or more, great libraries: not much could be expected of it, if it were operated by itself. N. D. C. HODGES.

#### Co-ordination in Library Work in California

The term "state library" has almost as many meanings as there are states in which the institution exists. In some states it is a law library, owned by the state, and operated for the use of state officials. In some, the state library is a historical department, devoting its chief energies to the collection of material bearing upon the state's history. In some, it is a division of the state's educational system. And in some, the state library is a general collection of books.

To appreciate fully the work of co-operation and co-ordination already accomplished in California, and the possibilities for still broader work along this line, it is necessary to understand just what the term "state library" means in California, and the plan of its organization. The California State Library is a library for the entire state, and its first great advantage is that it is made up of all those departments usually operated by commissions, historical societies, law libraries, and so forth. These different activities are united under one management, with one head, and thus the first great step in co-ordination is taken, since each department operates as part of a whole, dovetailing into each other part, but with no over-lapping of parts, nor chinks and spaces between. The California State Library thus comprises the following departments: Books for the Blind, Californiana, Catalog, Documents, Law, Legislative Reference, Reference, and Travelling Libraries; and all are equally in the service of the entire state. The State library is moreover entirely independent of any other organization, being a complete unit in the state government, able to initiate and promulgate whatever is for the best library interest.

The second great advantage which is enjoyed by the California State library



and which makes possible a free play for co-ordination, is the elasticity of the laws creating and governing the institution. No hampering restrictions require legislation authorizing any enlargement of the work; and no iron-clad appropriation fixes the amount to be paid for a salary, or for books, or for other equipment. On the contrary, the management is left absolutely free to follow its own judgment in establishing or discontinuing any policy; and the funds are appropriated in lump, to be paid out as necessitated according to the policy adopted by the institution. As a result, this freedom, both in policy and in expenditures, makes possible a line of action scarcely to be hoped for in less favored states.

With these two points gained, then, for complete freedom of action, namely, a union under one management of all state activities in library work; and second, freedom from any restrictive legislation, the California State library desired to find the most efficient means of reaching all the people of the state. The well perfected engine and machinery stood ready, the fuel and cargo were at hand, but sufficient track and stations were lacking.

It must not be understood that municipal libraries do not offer means of co-ordination with the state library, for the state library supplements in every way any library in the state which asks such assistance. The fact remains, however, that an infinite multiplication of municipal libraries in California would not reach the entire people, nor, acting independently, would they make for that co-ordination which is more and more becoming the accepted slogan of the library world.

It was necessary, then, to find some agency by which all the people could be reached, and through which the State library could become supplemental to the needs of the entire people. That agency has been found in the county free library, which, together with those municipal libraries that prefer to act independently, will cover the entire state area; and it also affords opportunity by which the work of every library in the system may be com-

pletely co-ordinated, no two libraries uselessly wasting time in covering the same ground, but each one covering thoroughly the ground it starts out to cover. And this is how it is being done:

In the counties which are operating county free libraries, the central library at the county seat owns all such books and material as is in usual demand in the county, and can be worn out there. Branches are established in different parts of the county, through which the books reach all the people. Each branch keeps the books only as long as it has use for them. Books desired but not found in the collection are supplied from the central library.

These branches are capable of development in an infinite variety of ways, but their aim is always to satisfy all the reading needs of the particular community. Nor is a community limited to one branch; it should have as many as the varied interests need. Every activity is to be served, and can always be served more effectively from a central reservoir of books than when each activity attempts to serve itself independent of any other library. In one small community there are already three branches—one for general use, one for a woman's club, and one in the high school, with a fourth contemplated, to be placed in the packing house, and to be made up of books for general reading, and also on that particular fruit industry. Railroad shops, factories, chambers of commerce, municipal reference reading rooms, newspaper establishments, will have their special collection bearing upon their technical problems. Hospitals, asylums, prisons, reform schools, and all county and state institutions will be provided with branches of the county free library; for we believe that each institution, whether county or state, should receive library service from the county in which it is situated, the same argument applying to this as to other service, namely, economy, professional oversight, care of books, access to greater collections, a supply of books most appropriate to the needs of the borrowers, etc. Hence each county will consider any such insti-

tution as an integral part of itself, to receive county free library service just as logically as the general public or the school or the clubs.

Already several counties are turning over to the county free library their teachers' library, and the various district school libraries with the money levied for their support; for the school people know full well that the best results can be obtained by this correlation of work, this wider exchange that will result, the economy in purchase, the care for books beginning to wear out, and a wiser choice than the library has often time to make.

More often than not, the law libraries of the various counties are unavailable because of lack of care and cataloging. The county free library is helping to put them on a usable basis, and take charge of their care and distribution.

By all these various ways of developing branches of the county free library, a high degree of efficiency can be obtained and economy of effort and expenditure result. But just as great opportunities for co-ordination of effort are possible between county free libraries. The informal lending of books across the border is but a first step leading to formal arrangements for loans between the different centers, for it will not be long before each county will have collections developed along certain lines, which will be available to any other county. Another formal arrangement about to be adopted is a borrower's card, enabling the patron to borrow not only from any branch within the county, but from any county free library in the state.

With the counties taking care of the ordinary demands of their readers in this thoroughgoing manner, the State library is left to its legitimate business of further building up its permanent collections of material which have a permanent value, and which will mean something more to the people of the state than a collection of traveling libraries possibly can. At present, where county free libraries are just beginning, the State library is helping them with such material as they cannot afford to purchase. When they are once in run-

ning order, however, they will own all the material which can be worn out in their own county, and the State library will supplement them with all material which they are not justified in purchasing either because of cost, scarcity of request, or infrequent periodic recurrence of use. To this end the State library will build up particular collections of music such as would be sought by the advanced student or the composer. Books for the blind are already available from the State library, and will be added to by the state rather than by the county, for no county could at present be justified in maintaining a collection, since demands would be too infrequent. The State library tried the plan of keeping collections for the blind in different places, but it was not satisfactory, owing to the impossibility of having enough books of different type, and to satisfy the various classes and ages of the readers. A supply of material for visual instruction, such as slides, stereoscopic views, illustrations, mounts, and moving pictures is also being made.

We recognize the bearing upon co-ordination of the questions of storage, and means of information as to where any material is available, such as a union catalog will give. No definite plans have matured, however, for either, beyond legislation making it possible to establish branches of the California State library at Los Angeles and at San Francisco. When these are realized, better means will be available of knowing the resources of different libraries, and possibilities for gathering material and for storage will be offered which are now out of the question because of big distances and cramped quarters.

The cost of transportation often offers a real difficulty to the would-be borrower. Where the county free library system is in operation all expenses within the county are paid from the county fund, and all carriage to and from the State library is paid from the State library fund. We expect soon to obtain a reduction in express rates.

Mr. Gould defines co-ordination as "planning and arranging for the advancement of co-operation on a large scale."

Someone else has said, "Co-ordination is that self-restraint on the part of most libraries which will cause them to mind their own business and look to national, state and special libraries as great store-houses and reservoirs of books." We believe that it is all this, and even more. It is not enough for us to plan for systematic co-operation, nor for the small library to mind its own business. The large library must be alive to all the needs it will be called upon to supplement, and the transmission must be perfect. If co-ordination is to succeed, the central power house must be in perfect order, and the connection the best. If they fail, the small lights will go out.

J. L. GILLIS.

#### COMMITTEE ON CO-ORDINATION AMONG COLLEGE LIBRARIES

The Committee on co-ordination among college libraries reports that it has little of importance to add to the report made to the Association last year and presented at the Mackinac conference. The general opinion of the Committee was at that time, and continues to be, that the plan for a Bureau of Information and Central lending library, which had been submitted to it, is a plan which, if there were the means to carry it out on an effective scale, might render district service to American scholars and to college and reference libraries, but the Committee was not encouraged to think that such an endowment (from thirty to fifty thousand dollars a year) could be obtained. In the absence of support of this character, it was glad to recognize the practical aid in this direction which could be given by the Library of Congress and by other large libraries working independently for the same general ends, and it hoped that the work already done by the Library of Congress in collecting information in regard to the resources of American libraries, and in making this information available to all inquiries, would be continued and supported, and might even be increased by means of a special endowment therefor.

The Committee has no further sugges-

tions to make at the present time, and since the character of the subject referred to it, apart from the special proposal which was submitted, is covered in the field of another committee, it recommends that the Committee be discharged.

W. C. LANE,  
Chairman.

#### COMMITTEE ON CO-OPERATION WITH THE NATIONAL EDUCATION ASSOCIATION

The past year has witnessed a nearer approach to common ground in the interests of both the school teachers and librarians in the matter of co-operative work for young people, whatever may be said of the larger organizations to which librarians and teachers respectively belong.

It will be remembered that there was a disposition, apparently without particular foundation, on the part of the management of the National Education Association to abolish the library department of that organization. We are glad to report that owing to the united and emphatic protests of a large number of librarians and school authorities the disposition was abandoned without action, and the library department of the N. E. A. continues. In the judgment of this Committee, there still remains much ground to cover before it can be said truthfully that there is active or continued co-operation between the A. L. A. and the N. E. A.

The question of time and place of holding their respective meetings has again been decided by each association without reference to the action of the other. There seems to have been an utter absence of consideration of the existence of the plans and purposes of the N. E. A. in providing for a meeting of the A. L. A., and the time and place of meeting had been definitely settled when a letter from the Secretary of the N. E. A. asking for consideration of the matter was received.

The meeting of the library department of the N. E. A. at Boston, July 5 and 7, 1910, was the occasion for the presentation of some very important papers and addresses. The set papers were all presented by

school people, while the round tables and discussions were largely conducted by librarians. The report of the meetings in the Proceedings of the meeting of the N. E. A. for 1910, furnishes some very valuable library literature.

An important meeting, which doubtless will contribute largely to a better understanding between the libraries and schools, was that of the school librarians, who held a meeting under the auspices of the New York state teachers' association, December 28, 1910. This illustrates what has been said before, that it is easy to interest individuals in the work that is common to both schools and libraries, but the national organizations do not seem to come any nearer co-operation or conservation of results of the efforts of either or of both, in the furtherance of the use of books.

The Committee would again make the suggestion, which may have grown familiar by oft repeating, that the governing authorities of the A. L. A. seek closer relationship with the like powers in the N. E. A., to the end that a more serious consideration of the purposes and power of the A. L. A. may be brought to a fuller realization on the part of the N. E. A. As yet the N. E. A. is apparently not sufficiently impressed with the national body of librarians to invite a representative to a place on its general program, although such recognition has been tendered at various times to persons prominent in law, literature, medicine, social welfare, statesmanship, religion and politics.

It would further recommend that a definite place on the annual program of the A. L. A. be provided for a discussion of the problems that are common to schools and libraries, particularly as a source of helpfulness to the constantly growing class of school librarians.

Third, that a more definite understanding be developed in the majority of college and university libraries, both as regards their contribution to the training of all college students in the use of books and the standing of the library among other departments of their respective institutions. To this end, it is suggested that the A. L. A. com-

mittee on co-operation with the N. E. A. be enlarged sufficiently to cover the entire country, each member of the Committee reporting the progress in the district assigned, in library instruction to teachers or students, in colleges, normal schools and public schools, with a view to finding out the needs and recommending definite assistance.

While there is not much to say as to progress in co-operation, the Committee is not on that account, the least inclined to discontinue its attempts to bring about more real and effective co-operation between these two great organizations which are attempting to effect real educational progress.

For the Committee,  
M. E. AHERN,  
Chairman.

#### COMMITTEE ON BOOKBINDING

During the past six months nearly all the energy of the Committee on binding has been expended in inducing the publishers of the 11th edition of the Encyclopædia Britannica to issue a special edition for the use of libraries. Early in November specifications for a special edition were submitted. These specifications were sent to England and evidently not approved, since in December the Committee learned in a roundabout way that there would be two editions for library use, neither one of them following the specifications of this Committee. One of these editions was to be bound by Mr. Chivers according to his own specifications and the other was to be in leather, bound according to rather elaborate specifications of the Library association in England. The specifications of the A. L. A. Committee were not nearly so elaborate as those of the English committee, and called for cloth instead of leather. It was reported that the main reason that the specifications of this Committee were not approved in England was because they called for cloth. In order that there might be no chance for argument, forty letters were sent out by our Committee to librarians in this country, asking for an expression of opinion as to

the respective merits of cloth or leather for small libraries. Only four of those who replied favored leather. Therefore, the Committee made a vigorous protest to the publishers, with the result that it was decided to issue a cloth edition as well as the two leather ones. The other specifications, aside from cloth, correspond to those of the English committee. They should be amply sufficient to make the volume so strong that they never need be rebound.

The prices of these different library bindings are, for Chivers, \$5.75 a volume; for the Library association (Great Britain), Binding half morocco, \$5.50; for A. L. A. binding, buckram, \$5.

It is a pleasure to record the fact that the Book production committee in England worked in harmony with this Committee, and perhaps it is only fair to say that more credit for the successful issue is due to that Committee than to this.

Much interest in this special edition has been manifested by librarians all over the country. The Committee wishes that similar interest might be extended to other reinforced bindings. The combined pressure of the entire library world would enable us to get anything desired from the publishers. As matters now stand, only a few librarians make it a point to order books that can be obtained in reinforced binding.

During the year the correspondence of this Committee has largely increased, many inquiries having been received from librarians, publishers and booksellers. In fact, owing to the limited time at the disposal of the members of the Committee, its chief function at present seems to be that of acting in an advisory capacity.

Last year's report included an account of a brief examination of magazine binders. A supplementary report on this subject follows:

Since the Committee's last report on binders for magazines two new varieties have been widely advertised. They are for current magazines intended to last, and are therefore somewhat expensive. Both are better than any previously reported to the Committee, and their faults are not particu-

larly glaring. One is light but strong in construction, has pigskin back and keratol sides, and the metal strips that hold in the magazines are fastened by tying a string. The other has a wooden back covered with cowhide or pigskin, buckram sides, and the metal strip fastens with a sort of hook and eye. The former being light and flexible stands wear better, but the string is somewhat bothersome. The latter's fastening is quicker, but being heavy and hard in the back, the binder shows wear sooner.

The Committee has not tested either long enough to be dogmatic, but at present considers both improvements on other models, and pending further light as to durability, prefers the binder without strings.

A. L. BAILEY,  
MARGARET W. BROWN,  
N. L. GOODRICH.

#### COMMITTEE ON LIBRARY TRAINING

Your Committee would report that during the year it made another attempt to secure from the Executive Board an appropriation sufficient to begin the examinations of library schools contemplated in previous reports of the Committee. The Committee regrets to report that the effort again has been unsuccessful, although we were assured unofficially from members of the Executive Board that had the money been available it would gladly have been given. The Committee waits in hope that in the coming year it will be possible to begin this much desired work. From many of the library schools there have come expressions of interest in the movement and the Committee has every reason to believe that prompt advantage of the opportunity for such examinations will be taken by many, if not by all, of the library schools.

Since nothing has been done in this direction, the report this year must perforce be confined to a summary of such changes as have come under the notice of the committee during the year.

The parent school, the New York State Library School, suffered the loss of its quarters, together with its large collection of illustrative material, in the disastrous fire which destroyed the New York State

library and the west wing of the capitol building at Albany. The Committee desire to express their sincere sympathy in this loss and their confidence that the energy which has always characterized the school will result in the prompt re-equipment of the school for its work. Whether for the next year the school will be able to continue in its present quarters seems still undecided but it will be the hope of the entire library profession, already greatly indebted to the school, that the school will soon be re-equipped and in condition to do the splendid work which has characterized it in the past. The changes which had occurred in the curriculum of the school prior to the fire indicate a disposition on the part of the school to adjust itself to the demand for library work of varied sorts. Among these may be mentioned the announcement of a course which was to have been given in 1911-1912 on law library and legislative reference work, thus making provision for training in a rapidly growing field of library service. Another course, also intended to be given in 1911-1912, contemplated an extended study of a specific community with special reference to its present and possible future library activities. Such courses equip students to look at library service in the large and are greatly to be recommended. The summer session of the school was divided into two three-week courses, instead of one consecutive course of six weeks, for the purpose of giving more work in a more limited number of subjects than has heretofore been offered in the course.

The school connected with Pratt Institute reports having made arrangements for practice work on the part of its students in various high school libraries and branches of the New York public library, thus giving experience in a variety of types of library work.

The school in connection with Drexel Institute, now under the charge of Miss Jane R. Donnelly as director, reports an increase in the number of lectures on cataloging; a corresponding reduction in the practice time devoted to the subject; more attention given to the Expansion Classi-

fication in the study of classification; a considerable expansion in the course of lectures on the history of libraries and a considerable enlargement in the attention given to children's work, in which provision is now made for practice work in a settlement library, each student being required to conduct four story hours. In practice work, one hundred of the two hundred hours required are now spent in a solid two weeks in a public library, the other hundred hours in work under supervision of the staff of the Drexel Institute library.

The University of Illinois Library school announces the opening of a summer session whose staff for the first year is largely composed of the teachers in the regular school and in which cataloging, classification, reference work, children's work, book selection, loan desk work, accession work, binding and administration are given careful consideration.

The library school of Western Reserve university adds two members to its staff, Mr. Strong, the new librarian of Adelbert, taking up the work in reference and bibliography, and Miss Gertrude Stiles, supervisor of binding in the Cleveland public library, taking up the work of instructor in book binding and repair work.

The department of library science of Simmons college reports the addition of Miss Isabella M. Cooper as instructor in reference and Mrs. Frances Rathbone Coe as general assistant. A course in documents, national, state and municipal, by Miss Isadore G. Mudge; a course of thirty lectures on library work with children, under the direction of Miss Alice M. Jordan, of the Boston public library, and a course in advance cataloging given to the seniors once a week during the second term, by Miss Mary E. Robbins have been added to the curriculum.

The library school of Syracuse university reports the addition of Miss Elizabeth Thorne, who gives instruction in classification, reference, library administration and book-binding, and Miss Edith Clarke, who gives instruction in government documents. The certificate course provides additional electives in reference work and cataloging,

and genetic psychology, taught by the dean of the Teachers' college, has been made an additional elective of courses A and C, a requirement in course B, and will hereafter be required of all students intending to take up children's work. A general information examination has been added to the requirements for admission to the certificate course.

The Wisconsin free library commission library school reports the addition to the faculty of Miss Helen Turvill and Miss Ethel F. McCollough. Miss Turvill gives instruction in cataloging and library economy, and Miss McCollough in book selection and administration.

Respectfully submitted,  
**AZARIAH S. ROOT,**  
 Chairman.

#### COMMITTEE ON THE BRUSSELS CONGRESSES

Your Committee on the Brussels Congresses respectfully reports that the Congrès International de Bibliographie et de Documentation was held at Brussels, August 25 to 27 inclusive, and the Congrès International des Archivistes et des Bibliothécaires, August 28 to 31, inclusive. The official A. L. A. delegates were Dr. E. C. Richardson, Miss M. E. Ahern, Messrs. G. F. Bowerman, A. J. F. Van Laer, and Clement W. Andrews. In the absence of Dr. Richardson, Mr. Andrews acted as chairman.

The Association was recognized at the first Congress by the appointment of Mr. Andrews as Vice-President, and at the second by his appointment as Vice-President of Section 2, and by Mr. Bowerman's appointment as Vice-President of Section 4. Provision was made for a permanent

bureau, which will take charge of the arrangements for a meeting of archivists and librarians not earlier than 1913, not later than 1915. The American library association will be asked to name one member of this bureau. The entire American representation numbered over forty.

Respectfully submitted,  
 N. D. C. HODGES, Chairman.  
 E. C. RICHARDSON.

#### FEDERAL AND STATE RELATIONS

The Committee has no further report than that printed in the March A. L. A. Bulletin which for convenience of reference is here re-printed.

The Committee on Federal and state relations came into correspondence with the Chairman of the Postal committees of Congress, and learning from them that there was no hope of any new postal legislation at the session of 1910-1911, has postponed any active attempt to obtain changes in the laws. It continues its recommendation that the American library association support such changes as shall place all public libraries and library commissions in the list of institutions entitled to second class mail matter privileges.

The association must determine its policy with reference to the sending of books through the mails. Three plans have been proposed:

1. That we advocate a special library post.
2. That we join with the publishers in advocating a special book post.
3. That we support the movement for a general parcels post.

BERNARD C. STEINER,  
 Chairman.

## REPORT OF THE CARNEGIE AND ENDOWMENT FUNDS

To the President and Members of the  
American Library Association,  
Gentlemen:

The Trustees of the Carnegie and Endowment funds, in presenting their annual report, are pleased to say that the interest upon all bonds held for account of the funds has been paid up to date.

During the year one thousand dollars of U. S. Steel bonds were purchased for credit of Carnegie fund, and one thousand five hundred dollars of same bonds for credit of Endowment fund from moneys on deposit in the Union Trust Company and Dime Savings Institution.

The condition of the bond market so far as it affects the securities held by the Trustees has remained the same during the past year, so that they have not been able to change any of the securities for the betterment of the Trust.

The Trustees watch the market conditions closely in the interest of their trust, and are very anxious to substitute for certain of their securities others which will bear a higher rate of income than is now

obtained. While there is no question as to the stability and value of all the securities they hold, yet certain of them do not bear as high a rate of interest as the Trustees desire and the needs of the Association demand.

During the year, by direction of the Executive committee, Mr. E. H. Anderson, of the New York public library, made a thorough and complete examination of the securities held by the Trustees and deposited in the vaults of the Union Trust company of New York, Fifth Avenue Branch, and audited the accounts of the Trustees. Every facility was accorded for the audit and inspection. He will report to the Association at the annual meeting the result.

Annexed will be found a detailed statement of all our transactions in both funds covering the period from January 15, 1910, to January 15, 1911.

W. C. KIMBALL,  
W. T. PORTER,  
W. W. APPLETON.

Trustees of A. L. A. Endowment Fund.

### CARNEGIE FUND, PRINCIPAL ACCOUNT

Cash donated by Mr. Andrew Carnegie.....		\$100,000.00
Invested as follows:		
June 1, 1908 5,000 4% Am. Tel. & Tel. Bonds.....	96½	\$4,825.00
June 1, 1908 10,000 4% Am. Tel. & Tel. Bonds.....	94%	9,437.50
June 1, 1908 15,000 4% Cleveland Terminal.....	100	15,000.00
June 1, 1908 10,000 4% Seaboard Air Line.....	95½	9,550.00
June 1, 1908 15,000 5% Western Un. Tel.....	108½	15,000.00
June 1, 1908 15,000 3½% N. Y. Cen. (Lake Shore Col.)..	90	13,500.00
June 1, 1908 15,000 5% Mo. Pacific.....	104%	15,000.00
May 3, 1909 15,000 5% U. S. Steel .....	104	15,000.00
Aug. 6, 1909 1,500 U. S. Steel.....	106%	1,500.00
July 26, 1910 1,000 U. S. Steel.....	102½	1,000.00
		<u>99,812.50</u>
	102,000	
Jan. 15, 1911 Union Trust Co. on deposit.....		<u>187.50</u>
		\$100,000.00

In addition to the above we have on hand at the Union Trust Company \$150.00 profit on the sale of the Missouri Pacific Bonds, which we have carried to a special surplus account.



## TRUSTEES ENDOWMENT FUND

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## CARNEGIE FUND, INCOME ACCOUNT

Cash on hand January 15, 1910.....	\$2,245.23	
February 2, 1910 Int. N. Y. Central.....	262.50	
March 1, 1910 Int. Missouri Pacific.....	375.00	
March 2, 1910 Int. Seaboard Air Line.....	200.00	
May 1, 1910 Int. Cleveland Terminal.....	300.00	
June 16, 1910 Int. U. S. Steel.....	412.50	
July 1, 1910 Int. Am. Tel. & Tel. Co.....	300.00	
July 1, 1910 Int. Western Union Telegraph Co.....	375.00	
July 1, 1910 Int. Dime Savings Bank.....	14.72	
July 1, 1910 Int. Union Trust Co.....	25.83	
August 5, 1910 Int. N. Y. Central.....	262.50	
September 1, 1910 Int. Seaboard Air Line.....	200.00	
September 1, 1910 Int. Missouri Pacific.....	375.00	
November 5, 1910 Int. Cleveland Terminal.....	300.00	
November 5, 1910 Int. U. S. Steel.....	437.50	
December 31, 1910 Int. Union Trust Co.....	40.55	
January 3, 1911 Int. Am. Tel. & Tel. Co.....	300.00	
January 3, 1911 Int. Western Union Telegraph Co.....	375.00	\$6,801.33
<b>Disbursements:</b>		
February 21, 1910 Carl B. Roden, Treas.....	\$2,245.23	
July 27, 1910 Premium U. S. Steel Bonds.....	26.25	
July 27, 1910 Accrued interest U. S. Steel Bonds.....	12.09	
November 5, 1910 Carl B. Roden, Treasurer.....	2,000.00	
November 15, 1910 Rent, Safe Deposit Co.....	30.00	
January 1, 1911 Cash on hand.....	2,487.76	\$6,801.33

## ENDOWMENT FUND, PRINCIPAL ACCOUNT

Cash on hand January 15, 1909.....	\$6,961.84	
February 5, 1910 Life membership Mrs. D. P. Corey.....	25.00	
February 5, 1910 Life membership Dr. G. E. Wire.....	25.00	
December 27, 1910 Life membership Irene Gibson.....	25.00	
December 27, 1910 Life membership Mary Failing.....	25.00	
December 27, 1910 Life membership Bertha Gault.....	25.00	\$7,111.84
<b>Invested as follows:</b>		
June 1, 1908 2 U. S. Steel Bonds.....98½	\$1,970.00	
October 19, 1908 2 U. S. Steel Bonds.....102½	2,000.00	
November 5, 1908 1½ U. S. Steel Bonds.....101	1,500.00	
July 27, 1910 1½ U. S. Steel Bonds.....102½	1,500.00	
January 15, 1911 Cash on hand, Union Trust Co.....	141.84	\$7,111.84

## ENDOWMENT FUND, INCOME ACCOUNT

January 15, 1910 Cash on hand.....	\$167.32	
June 16, 1910 Int. U. S. Steel.....	137.50	
July 1, 1910 Int. Dime Savings Bank.....	26.09	
November 5, 1910 Int. U. S. Steel.....	175.00	\$505.91
<b>Disbursements:</b>		
July 27, 1910 Premium on U. S. Steel Bonds.....	\$39.38	
July 27, 1910 Accrued interest on U. S. Steel Bonds.....	18.12	
January 15, 1911 Cash on hand.....	448.41	\$505.91

## PASADENA CONFERENCE

## AMERICAN LIBRARY ASSOCIATION

Report of the Treasurer, January 1 to April 30, 1911.

## Receipts

January 3: Balance, Union Trust Company, Chicago.....	\$2,425.97	
February 1: George B. Utley, Headquarters collections.....	167.71	
February 23: Trustees Endowment Fund, Interest.....	448.41	
March 3: George B. Utley, Headquarters collections.....	1,297.90	
April 5: George B. Utley, Headquarters collections.....	1,543.19	
April 28: George B. Utley, Headquarters collections.....	735.40	
Interest on Bank Balance, January—April.....	11.20	\$6,629.78

## Expenditures

Checks No. 15-19 (Vouchers No. 267-322, inc.)		
Distributed as follows:		
Bulletin .....	\$297.43	
Headquarters:		
Secretary's salary.....	663.28	
Other salaries .....	807.00	
Miscellaneous .....	255.92	
Travel .....	35.40	
Trustees Endowment Fund (Life members).....	75.00	\$2,134.03
Balance Union Trust Co.....		4,495.75
		\$6,629.78

## CREDITS

George B. Utley, Balance National Bank of the Republic.....	\$250.00	
Cash on hand .....	23.05	
Total Balance .....		\$4,768.80

Respectfully submitted,

C. B. RODEN, Treasurer.

## REPORT OF THE A. L. A. PUBLISHING BOARD

It is a quarter of a century since the Publishing board came into existence, though in the words of an early chairman, Mr. W. I. Fletcher, "its existence was pre-figured in the arrangements made ten years earlier for the production of the new edition of Poole's Index." In noting this twenty fifth anniversary date, the present board may fittingly record their appreciation of the great service rendered under difficult and discouraging conditions by that able and far-seeing pioneer group who constituted the initial membership. That they planned wisely and builded enduringly is attested by the fact that the work to-day practically follows the scope and direction outlined by them. Perhaps even more helpful in the development of librarianship than the printed aids which their efforts supplied the workers of their generation and of those who have followed, has been the fine spirit of co-operation and united effort which has made for greatest power, and permanency of results achieved. In a record of accomplishment during the earlier period of the Publishing board, the names of Justin Winsor, W. F. Poole, Melvil Dewey, W. I. Fletcher, W. C. Lane, R. R. Bowker, S. S. Green, C. A. Cutter, J. L. Whitney and others are inseparably associated.

In 1902, Mr. Carnegie made possible by his gift of \$100,000 bibliographical undertakings of great importance to the library world. In announcing the gift in his presidential address at the Magnolia conference, Dr. Billings said:

"In considering the questions as to the kinds of bibliographical work the results of which would be most useful to the great majority of the public libraries of this country and as to the means of doing such work, it appears to me that it is best that it should be done under the direction of the Publishing board of this Association, which has had practical experience in this line, and will always be well informed as to the needs of such libraries.

"This opinion was brought to the attention of Mr. Carnegie, with the suggestion that he should give to the American library association a special fund, the income of which should be applied to the preparation and publication of such reading lists, indexes, and other bibliographical and library aids as would be specially useful in the circulating libraries of this country. The main part of the income would be expended in employing competent persons to prepare the lists, indexes, etc., and to read proofs. The cost of paper and printing would be met by sales to the libraries. It was represented that such a gift would be wisely administered by the Publishing board of the Association, and that the results would be of great value in promoting the circulation of the best books.

"In response to this suggestion a check for \$100,000 was sent to me as 'a donation for the preparation and publication of reading lists, indexes, and other bibliographical and literary aids as per (your) letter of March 14.' I shall take great pleasure in turning over this money if the Association accepts it for the purposes and under the conditions stated. It is a unique gift from a unique man, who deserves our best thanks."

The Board think it desirable to place on record for the information of the members of the Association a statement as to their general policy. No such statement appears to have been made for some time.

The income of the Board is derived from two principal sources, the interest on the Carnegie Fund and the receipts from the sales of publications. The Board feel that under the terms of the Carnegie gift, the income should be spent for the preparation of more popular lists, and in fact by far the larger part is spent for the preparation of the A. L. A. Booklist. It is intended to sell publications at a price which will just cover the cost of printing and distribution. The price of others than the Booklist must be placed sufficiently high

to pay for the cost of preparation and editing as well, but in no case is it intended to secure any considerable profit.

The readjustment of the business affairs of the Association has enabled the Board to arrange a similar adjustment of its affairs. The Secretary of the Association serves as acting Treasurer of the Publishing board, and his accounts are audited by the Chairman of the Board monthly. All payments are turned over to the Treasurer of the Association at least once a month, and the accounts of the Treasurer as Treasurer of the Publishing board have been made identical in form with those of the Association. The board have adopted a definite schedule of appropriations, and have based these appropriations upon estimated income, approved by the Finance committee.

Supplementing the reports of progress as to important publications in preparation, as noted by their respective editors and hereto appended, it may not be amiss at this time to call attention to certain suggested policies which seem to be vital as to future procedure.

Observation of the magnitude of the task of the revision of subject headings after a long interval; of the importance to a great majority of the profession of a competent list for this purpose; of the difficulty of finding a well-equipped, experienced, practical person able and willing to take up such a piece of work as a temporary employment, forces upon the Board the opinion that the time is not far distant—if it is not already come—when it will be necessary to add a person able to cope with this problem to the permanent staff at Headquarters.

Constant development in the philosophy, sciences, arts, employments, productions and distributions of civilization involve constant changes and additions to the terminology used in the literature of these almost infinite activities. The task of collecting, ordering and connecting this vast terminology into an intelligent and intelligible scheme for practical use cannot be successfully disposed of by a mind new to the undertaking once in ten years.

If the tool is to be fit and worthy for its use, it should be under constant consideration and improvement by an able, disciplined mind familiar with the task.

A mind fit for this task would, moreover, be of value in aiding and strengthening other enterprises of the Board. For example, the Booklist attempts to cover far more than book selection, as it indicates classification, subject headings and author forms for its chosen books, and correct work in these matters is a severe addition to the labors of the editor.

It is quite too much to expect of one human mind that it should be equal to the survey of the book out-put of each month, to choose wisely from it, and give attention to expert professional details of this kind as well, especially, when the whole task is done in a race with time.

Many worthy pieces of work are offered to the Board of value to the profession, and, therefore, desirable for the Board to publish; but, almost without exception, they need editing in some particulars before it is possible to send them to the printer. A part of the salary of a new expert person could be saved by eliminating printers' bills for authors' corrections.

There are also opportunities for original work in the compilation of aids which are not attacked by outside persons. So that, taken all in all, the lines of possible activity for a permanent editor would very easily occupy the time to advantage.

Difficulties encountered in resuming work where dropped when the A. L. A. Catalog was issued in 1904 suggest the need for continuity of service in planning five-yearly supplements. That work was made possible then through the good offices of the New York State library and the Library of Congress. This work ought to be organized with relation to the editorial necessities of the A. L. A. Booklist.

When the initial number of the Booklist was issued in the beginning of 1905, the purpose sought was to furnish to the smaller libraries a suggestive list of books for current purchases, evaluated with such authority as to inspire confidence of

librarians and book committees. It was also the aim to supply information as to classification, and subject headings for cataloging the books listed. Due to the pressure from the medium sized and larger libraries for the inclusion of more books, the little leaflet has grown to considerably larger proportions. Many suggestions have come to the members of the Board for enlargement, for change of form, for change of name, for modification of character, for enlarged usefulness by appeal to the public through elimination of technical aids and inclusion of popular features of various kinds. While many of these suggestions contain merit, the members of the Board have for reasons which seem to them good, consistently maintained the title, character and form as first projected. They have borne constantly in mind the terms of the trust contained in Mr. Carnegie's deed of gift, and would deem it a violation thereof to divert the funds to finance a publication for the general public, much as they might be in sympathy with the motive behind the suggestion. More than 80 per cent of the entire edition of the Booklist is distributed through the state commissions, and goes to the small libraries. Under these circumstances, were other reasons lacking, there would be no justification for a change of the general policy outlined.

**New Publications**—Since the last report of the Board new publications have appeared as follows:

Subject index to the A. L. A. Booklist, vols. 1-6; January 1905 to June 1910. The index was published in the fall and is having a very good sale.

List of editions selected for economy in bookbuying, by LeRoy Jeffers, of the order department of the New York public library.

550 Children's books; a purchase list for public libraries, compiled by Miss Harriet H. Stanley.

Supplement, 1909-10, to Miss Kroeger's Guide to the study and use of reference books, compiled by Isadore G. Mudge, of the Columbia university library. This Supplement is now in the press and will probably be published before this report

appears. It will contain about twenty pages.

Hints to small libraries, by Mary W. Plummer, has been thoroughly revised by the author, and a new edition published by the Board, who will have charge of its sale.

**Reprints**—During the year the following publications have been reprinted: A. L. A. Catalog rules; the second edition, revised, of the List of subject headings; Kroeger's Guide to reference books; Handbook No. 1, Essentials in library administration, by L. E. Stearns; No. 5, Binding for small libraries, suggestions by the A. L. A. Committee on bookbinding; No. 6, Mending and repair of books, by Margaret W. Brown; No. 7, U. S. Government documents in small libraries, by J. I. Wyer, Jr.; and Tract No. 10, Why do we need a public library, compiled by Chalmers Hadley.

**League of Library Commissions publications**—By arrangement with the League of library commissions, the Board at the beginning of the calendar year undertook the sale of the publications issued by this organization, including the following: Magazines for the small library, Graded list of stories for reading aloud and Anniversaries and holidays. The officers of the League have turned over to the Board their entire available stock of these publications, with the generous stipulation that all proceeds from sales shall be added to the funds of the Publishing board.

**Sales**—Sales of most publications show an increase, gratifyingly large, over the previous year's business. This is attributive in large measure to aggressive methods of advertising, special efforts having been made by the Secretary to bring to the attention of librarians the tools of service obtainable at nominal cost. Exhibits of publications were sent to several state library associations, and 3,000 copies of printed lists of publications were distributed.

**Manual of library economy**—Manuscript for the following chapters approved by the Editorial committee, comprising Mr. J. I. Wyer, Jr., Miss Mary W. Plummer and Mr. P. L. Windsor has been sent to the printers, and the work will probably be ready

for distribution before the Pasadena conference.

I. American library history, by C. K. Bolton.

II. Library of Congress, by W. W. Bishop.

IV. The college and university library, by J. I. Wyer, Jr.

XVII. Order and accessions department, by F. F. Hopper.

XXII. Reference department, by E. C. Richardson.

XXVI. Bookbinding, by A. L. Bailey.

These chapters will be printed as separate pamphlets until the completion of the entire work, when they will be assembled in book form. The separates will be sold at ten cents each.

**List of Subject headings**—It is now the expectation that the end of the year will see the completion in printed form of the compilation which has been in progress for several years. Concerning her work Miss Mary J. Briggs reports:

"I had hoped to be able at this time to report the manuscript for the third edition of the List of subject headings as complete. The headings, for the most part, were decided upon more than six months ago, but the necessary, connecting references have proved to be the time-consuming part of the work.

I expect now that the list of headings and references will be practically completed in about three weeks from date, or a month at most. There will then remain a few subjects which I have left for further consideration, the preparation of the preface; the marking of copy for the printer, and the final checking of references.

The new edition will probably be about three times the size of the second edition, as, in addition to many new headings in the classes included in the former edition, the scope has been enlarged by the inclusion of the more important wars and historical events, the chief languages, literatures, and ethnic races, and a few important buildings and similar headings.

Subdivisions of many of the larger subjects are also included.

Geographical names are omitted, except for a few regions not having a political existence, and several countries for which historical period subdivisions are given.

Country and other subheads will be included in the main alphabet instead of the appendix.

In order to simplify the alphabetical arrangement, following the latest available authority, Webster's New international dictionary, I have eliminated hyphenated words as far as possible. The International omits the hyphen from many words compounded in the Century dictionary, the authority followed in former editions. It has seemed wise to follow the International, as recording the latest practice, and as being much more widely used."

**A. L. A. Booklist**—Miss Elva L. Bascom has prepared the following report:

The eight numbers of this volume that are now published (September-April) have contained 1296 titles, as follows: General literature, 828 titles; New editions, 157 titles; Government documents, 59 titles; Fiction, 135 titles; Children's books, 117 titles. The whole number represents an increase of 246 titles over the number included for the same period in volume 6. The number of volumes examined has been about 2260, 340 less than were examined for the whole of the preceding volume.

Owing to an increase of subscriptions the edition was raised from 4600 to 5000 with the September number. This was, however, reduced to 4600 again with the April number, the increased rate for the bulk orders subscribed for by the state commissions having caused a material change in the size of their orders.

By action of the Publishing board at their January meeting some changes were made in the price of the Booklist in quantities. Additional copies up to ten to a single address are furnished at fifty cents a year; ten or more copies, at forty cents. These rates were partly made to enable libraries wishing extra copies for clipping and mounting to obtain them at

the same cost as that for which the press proofs were provided. The latter were discontinued with the March number owing to a decision of the Post office Department that they could not be mailed at second class rates. The Board voted that subscribers to these proofs should receive finished copies of the Booklist till their subscriptions expired. The former rate of \$2.50 per one hundred copies of the Booklist was withdrawn since that rate no longer covers actual cost of printing.

There has been no change worthy of comment in the assistance received from the University of Wisconsin faculty, individual readers or library workers. I very much regret the comparatively small amount of assistance from the latter source. The "tentative list" sent out the first of each month is faithfully checked by about fifty librarians, with occasional comments. Three large libraries—two public and one state—contribute duplicates of notes written by their staffs. The assistance from this source is, however, very slight during the months January, February and March—the busiest period in the library year. The Booklist would certainly profit from the aid of individual librarians who find time to read some of the books of the hour, or who have readers on whose judgment they can rely. The time required to write down an opinion and forward it would be slight. The claims of the Booklist to such assistance are presented whenever possible, but my range of acquaintance and opportunity is comparatively small. I would appreciate the assistance of the members of the Publishing board in securing more of this valuable co-operation.

The source of the largest amount of assistance has been cut off, doubtless for several months, through the destruction by fire of the New York State Library. From fifty to one hundred and fifty notes were sent to the Booklist each month from the annotation division. These were duplicates of notes written for the large "Notes file" maintained by that division for many years, which was used very extensively in

preparing notes for the A. L. A. Catalog. These duplicates comprise over one half of the notes file in the Booklist office.

**Subject Index to Booklist**—The Subject Index was completed in August 1910 and distributed to the subscribers the following month. The first annual supplement, for which the Board gave authority at their January meeting, will be printed immediately after the entries in the June number are available. The material for it is prepared from month to month, and is in constant use, in card form, in assigning subject headings.

**Supplement to A. L. A. Catalog**—All the work preliminary to the actual selection of titles from the large number on file has been done, a provisional list of critics has been made up, and the routine established.

**Periodical Card Work**—In the ten months since the last report, nine shipments have been printed, containing 1984 titles and 122,578 cards. These figures do not include titles that have been reprinted because of errors. This work has called for a considerable amount of correspondence, and is not yet in a satisfactory condition. It should be put on a more business-like basis, the records should be revised and rewritten, and if possible the routine simplified. The length of time between the receipt of copy and the printed cards should be greatly decreased. Since the list of periodicals indexed is under revision, no attempt has been made to do more than carry on the current work.

The increased amount of work has made it necessary to relieve the Editor of the Booklist from the editing of the periodical cards, and the whole question of the issue of these cards has been placed in the hands of a special committee. No complete report can be made at this time, but it may be said that the new editor, Mr. William Stetson Merrill of the Newberry Library, has already secured through this Committee authority to make the subject headings agree with those of the Library of Congress, and that correspondence has been undertaken in the hope that some agreement may be reached as to general

cataloging rules. The code under which the work has been carried on since the beginning is a composite one, and differs in several important respects from the international rules endorsed by the A. L. A. More radical changes in the work, affecting the number of titles and to a certain extent the character of the titles to be printed are under consideration.

**Abridged Catalog Rules**—Miss Theresa Hitchler reports as follows with reference to this proposed publication:

"I expected to be able to submit the Abridged A. L. A. catalog rules in completed form at this coming conference, but I am not sufficiently satisfied to call the final meeting of my committee, so I shall have to postpone it till fall. Meantime I may report that they are nearing completion, and that by October or soon after,

I hope to have them in such shape as to be able to present them to the original Committee on A. L. A. catalog rules. I want first to send copies to several catalogers and librarians of small libraries all over the country for criticisms and suggestions and I hope to have a few informal discussions with any I may meet at Pasadena."

**Finances**—But ten months have elapsed since the Publishing board's last annual report was submitted. For the financial statement usual at conferences, it may suffice at this time to refer to the semi-annual figures officially printed in January, and the statement for the full year will appear in the Proceedings issue of the A. L. A. Bulletin.

HENRY E. LEGLER,  
Chairman.

#### FINANCIAL REPORT

##### Cash Receipts June 1, 1910 to May 31, 1911

Balance June 1, 1910 .....		\$3,365.38	
Trustees of Endowment fund .....		2,000.00	
Interest on Carnegie fund.....		2,487.76	
Receipts from publications:			
Cash sales .....	\$2,346.50		
On account .....	4,310.83	6,657.33	
Interest on bank deposits .....		14.82	
Sundries .....		76.87	\$14,602.16

##### Payments June 1, 1910 to May 31, 1911

Cost of publications:			
A. L. A. Booklist.....	\$1,529.15		
A. L. A. Booklist subject index.....	627.35		
Mending and repair of books.....	111.70		
Government documents in small libraries.....	83.30		
Essentials in library administration.....	62.00		
Binding for small libraries.....	16.44		
Why do we need a public library.....	220.90		
Catalog rules .....	168.30		
Jeffers' List of editions .....	108.50		
Guide to the use of reference books .....	456.21		
List of Subject headings .....	152.00		
550 Children's books, Stanley.....	334.30		
Hints to small libraries.....	251.89	\$4,122.04	
Periodical cards .....		812.98	
Addressograph machine and plates.....		29.88	
Typewriter .....		62.09	
Advertising .....		185.87	
Postage and Express .....		285.87	
Rent at Madison office (thirteen months).....		325.00	
Travel .....		152.34	
Salaries .....		4,389.55	
Expense at headquarters.....		875.00	
Supplies and incidentals.....		966.79	
Printing .....		57.05	
Balance on hand May 31, 1911.....		2,337.70	\$14,602.16



## SALES OF A. L. A. PUBLISHING BOARD PUBLICATIONS

June 1, 1910, to March 31, 1911.

A. L. A. Booklist, regular subscriptions.....	1108	\$1,078.00	
Bulk subscriptions paid .....		1,009.05	
Extra copies .....	867	94.24	\$2,181.29
Handbook 1, Essentials in library administration.....	364	43.39	
Handbook 2, Cataloging for small libraries .....	294	43.30	
Handbook 3, Management of traveling libraries.....	44	6.36	
Handbook 4, Aids in book selection.....	293	31.83	
Handbook 5, Binding for small libraries.....	316	40.00	
Handbook 6, Mending and repair of books.....	892	109.35	
Handbook 7, U. S. Government documents in small li- braries .....	819	91.96	\$366.19
Tract 2, How to start a library.....	63	3.15	
Tract 3, Traveling libraries .....	2	.10	
Tract 4, Library rooms and buildings .....	71	2.04	
Tract 8, Village library .....	62	3.10	
Tract 9, Library school training .....	201	6.55	
Tract 10, Why do we need a public library?.....	251	9.54	\$24.48
Foreign booklists, French .....	36	8.83	
Foreign booklists, French fiction.....	17	.84	
Foreign booklists, German .....	36	17.35	
Foreign booklists, Hungarian .....	16	2.40	
Foreign booklists, Norwegian and Danish .....	17	4.25	
Foreign booklists, Swedish .....	27	6.65	\$40.32
Reprints, etc. Arbor day list.....	8	.40	
Reprints, etc. Bird books .....	8	.80	
Reprints, etc. Christmas bulletin .....	5	.25	
Reprints, etc. Library buildings .....	25	2.41	
Reprints, etc. National library problem today.....	52	2.10	
Reprints, etc. Rational library work with children.....	116	2.80	\$8.76
Periodical cards, Subscriptions .....		884.52	
Periodical cards, Facsimiles of early texts.....		.....	
Periodical cards, Old South leaflets .....	15 v	6.75	
Periodical cards, Reed's modern eloquence.....	11 sets	27.50	
Periodical cards, Smithsonian reports.....	1 set	9.39	\$928.16
Catalog rules .....	465	261.60	
Children's reading .....	73	17.73	
Girls and women and their clubs .....	17	4.15	
Kroeger, Guide to reference books.....	409	571.44	
Larned, Literature of American history.....	27	147.90	
Larned, Literature of American history, Supplement.....	55	44.53	
List of editions selected for economy in bookbuying....	536	130.30	
Music list .....	98	23.61	
Reading for the young.....	14	10.07	
Reading for the young, Supplement.....	9	2.16	
Small library buildings.....	90	109.82	
Stanley, List of 550 children's books.....	612	80.58	
Subject index to A. L. A. Booklist.....	1726	478.36	\$1,213.49
Anniversaries and holidays.....	16	3.94	
Graded list of stories for reading aloud.....	63	6.19	
Magazines for small libraries.....	53	5.30	\$15.43
Total sales of publications .....			\$4,778.12

The CHAIRMAN: Mr. W. L. Brown, chairman of the Committee on bookbuying, has a short statement to present.

Mr. WALTER L. BROWN: The Council of the American library association, in January, requested the Committee on bookbuying to obtain an expression from the book sellers as to the proper discount to the library Association on net fiction. We hoped to have a conference with a committee appointed by the Booksellers' Association. This committee was not appointed until the convention of the Booksellers' Association which was held May 8, this year. It is not feasible to make a report for discussion until this conference has been held, and consequently the committee does not think it wise to present any at this time. This statement is made as a report of progress.

The CHAIRMAN: What action do you wish to take with regard to the report of the Committee? The report will be received as one of progress.

The report of the Finance Committee is in the hands of Mr. Andrews, the Chairman.

Mr. ANDREWS: In accordance with the provisions of the constitution, the Finance committee submits the following report:

#### REPORT OF FINANCE COMMITTEE

To the American Library Association:

In accordance with the provisions of the constitution, the Finance Committee submit the following report:

They have duly considered the probable income of the Association for the current year and have estimated it at \$16,850, and have approved appropriations made by the Executive board to that amount. The details of the estimated income and of appropriations are given in the January number of the Bulletin. For the first time the receipts and expenditures of the Publishing Board have been included, so that the figures now exhibit the total financial resources and expenditures of the Association.

On behalf of the committee the chairman has audited the accounts of the treasurer

and of the secretary as assistant treasurer. He has found that the receipts as stated by the treasurer agree with the transfer checks from the assistant treasurer, and with the cash accounts of the latter. The expenditures as stated are all accounted for by properly approved vouchers. The bank balances and petty-cash, as stated, agree with the bank books and petty-cash balances. The accounts of the assistant treasurer have been found correct as cash accounts. It has not seemed necessary to check the bills collectable, which consist of many items, mostly of very small amounts.

On behalf of the committee Mr. E. H. Anderson has examined the accounts of the trustees for 1910, has checked the various items from bank books, vouchers, etc; has examined the securities, and certifies that to the best of his knowledge and belief, the accounts are correct and that the securities are held as stated.

He has similarly examined the accounts of the trustees of 1909, which were not audited last year, and certifies that all items which can now be checked have been found correct.

All of which is respectfully submitted for the committee.

CLEMENT W. ANDREWS,  
Chairman.

The CHAIRMAN: The last Committee to report is that on public documents and Mr. G. S. Godard of the state library of Connecticut is to report for the committee.

Mr. GODARD: I desire to have this report presented later in order that we may have advantage of the correspondence now in progress.

The report was later presented, received and referred to the Program committee for printing.

#### REPORT OF THE COMMITTEE ON PUBLIC DOCUMENTS

Your Committee on public documents desires to express to the Librarian of Congress the appreciation of the American library association for the timely and valuable assistance rendered to libraries

through the medium of the Monthly list of state publications issued by the Document section of the Library of Congress. In this monthly list are announced the publications issued by our several states, month by month, with a brief summary of their contents. Your committee has been informed, however, that the publication of this list is often delayed through failure to receive copies of these documents promptly. As no publication is mentioned in the List which is not in the actual possession of the Library of Congress, state officials are urged to make special effort to forward their publications immediately upon publication. By so doing, not only will there be a copy of each such publication accessible in our national library, but the time, place and source of its publication and a suggestion of its contents will be correctly announced, and the necessary cards for cataloging it, based upon the document itself, will be printed and made available at an early date.

As many librarians are seriously handicapped in their reference work through lack of definite information as to what publications have been issued by the several departments at Washington, until the receipt of the Monthly catalogue of government publications, which is not published until several weeks after the period covered by each issue, it is recommended that the Superintendent of Documents be respectfully urged to publish, if possible, a daily or weekly check-list of all such government publications issued by the several departments at Washington. Through such a check-list librarians will be informed concerning the many documents and reports now called for, having been mentioned in the daily press. We believe this early information should be regularly supplied to depository libraries also.

At a time when the advantages of reciprocity in trade have been recognized by the United States and Canada, it is appropriate that steps should be taken to bring about something in the nature of reciprocity in public documents. The Government of the United States issues annually a large number of public documents that would be

of service to Canadian public libraries; similarly the Government of the Dominion issues many publications that would be of value to the libraries of the United States. Representations might be made to the two governments looking to the adoption of some plan by which the Superintendent of Documents at Washington could be made an agent for the distribution of Canadian public documents to American libraries, and the King's Printer at Ottawa an agent for the distribution of United States public documents to Canadian libraries.

Respectfully submitted,

GEO. S. GODARD,

Chairman.

The reports of the committees on international relations, library administration and work for the blind were carried over to the next general session.

The secretary read greetings from Mr. Herbert Ballie, Secretary of the Libraries association of New Zealand, and from the Texas library association and library commission.

Adjourned.

## SECOND GENERAL SESSION

(Shakespeare Club, Saturday, May 20,  
9:30 a. m.)

Mr. C. W. Andrews presiding.

The CHAIRMAN: From the program of the first general session three items have come over in the nature of unfinished business. The Chairman is informed that the Committee on international relations have no report to present.

The Committee on library administration, the report of which came very late last evening, was placed in the hands of the Chairman just in time for him to look it over and as it consists largely of statistics, which must be read to be understood, and unless there is other disposition desired, this report will be received, under the rule, and referred to the Program committee.

## REPORT OF THE COMMITTEE ON LIBRARY ADMINISTRATION

During the past year the committee sent to the 187 libraries which had replied to the questionnaire circulated in 1908 copies of the new questionnaire approved by the

association at the 1910 meeting. This questionnaire would, it was hoped, bring forth some information of interest relating to current practice in the treatment of the staff in various libraries. Your committee herewith presents some of the answers received.

Of the 187 libraries addressed, 137 replied more or less fully. As in former reports, these have been arranged in 3

Promotions. Only 1 library in class B and 2 in Group C give examinations for promotion. In these three cases civil service examinations are given to determine fitness. Fifteen libraries of Group B base promotions on length of service, but all but 3 of these state that fitness is also considered. Nine make promotions upon merit, but whether length of service is considered is not stated.

The following table shows the size and expenditures of the libraries included:

	GROUP A			GROUP B			GROUP C		
	Highest	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average
Size									
Number of volumes	9650	5093	7149	47494	10164	26400	224361	50931	103742
Volumes added annually	1275	206	541	5072	343	1903	26320	1588	8451
Finances									
Total annual income	\$4699	\$329	\$2815	\$27282	\$922	\$9311	\$180078	\$9004	\$43286
“ “ expenditures	4496	245	2724	22000	780	8206	125892	9004	42084
Expenditures for books, periodicals, binding, etc.	1493	104	691	8598	514	2491	35288	2149	11476
Expenditures for salaries	2209	100	1234	10137	550	3598	62275	5141	18000
Expenditures for other purposes	3197	140	923	9377	240	2157	28009	1714	8268

groups: Group A (17 libraries) 1,000 to 10,000 volumes; Group B (79 libraries) 10,000 to 50,000 volumes; Group C (41 libraries) 50,000 to 200,000 volumes. One in Group C has recently passed the 200,000 mark, but its figures were used.

Grades. The libraries of Group A are evidently too small to consider the question of graded service. Eleven libraries reported, but none of these had grades. In Group B, 62 reported, only 4 of which had a graded service, although 1 other reports that it hopes soon to establish grades. In Group C, 11 libraries have a graded service, 28 do not, and 2 did not answer the question.

In regard to the question of what is included in the graded service, the answers are too indefinite to admit of any conclusions of value. There seems to be no uniformity in regard to grading and consequently no method of comparing the salaries paid the grades in various libraries; at least the information necessary for this is not available to your committee.

Of the 11 libraries of Group C which have a graded service 3 use examinations as a means of determining fitness for promotion; in the others promotions are based on fitness for the position as determined by past work. In the case of the other 22 libraries reporting, the basis of promotion is the merit of the assistant as determined by the librarian.

Qualifications of Assistants. Eleven libraries of Group A answered. Two of these require apprentice training, 2 require a high school education, and 3 require a high school education supplemented by apprenticeship. The others do not report any fixed standards.

In Group B, 35 libraries require a high school education or an equivalent; 10 of these require in addition satisfactory apprenticeship for a period varying from 4 to 12 months and 2 require a summer library course. Two libraries require a one-year library school course and 2 require previous experience. One unfortunate librarian reports "political influence only" as

the necessary qualification and hastens to disclaim personal responsibility for this standard. The other libraries from which answers were received have no formal standards.

Seventeen Group C libraries require at least a high school education, 1 requires in addition a municipal civil service, 1 a summer library school course and 1 an apprenticeship. Eight libraries require library school training, but 3 of these will accept their own apprentice training instead. Two use civil service examinations to determine fitness, and 2 others require a college education. The other 8 libraries which answered the question did not give any definite statement of requirements.

So far as there is any agreement as to the necessary educational qualification, a high school course is the minimum. In the case of the larger libraries there is a tendency to require a college education for important positions. Courtesy and tact are the two personal qualities most often mentioned, while executive ability, neatness and accuracy are often mentioned.

**Library School Graduates.** Of the 10 libraries in Group A reporting, 4 have 1 graduate each, 2 of these being graduates of a school having a two-year course. Four have 1 person each who has attended a summer school and 2 have no school trained persons.

In Group B, 64 libraries answered, 25 of which had no trained people; 6 had students from summer schools, but no students from the regular schools. The remaining 33 libraries employed 25 graduates of two-year courses and 32 graduates of one-year courses; of these one library had 6, another 4, another 3 and 15 had 2 each, the remaining 14 having only 1 each.

Forty libraries in Group C answered, 8 reporting none of the staff as having formal instruction and 1 other having only an assistant trained in a summer course. The remaining 32 libraries reported 169 assistants who had had systematic training.

No tendency to insist upon the value of training in special departments could be discovered. The trained assistants are scattered through all departments.

**College Graduates.** Three libraries in Group A have a total of 5 college graduates, 2 having 2 each.

In Group B, 31 libraries reported no college graduates and 28 from 1 to 5, the total number being 41. One library had 5, one had 3, and 7 had 2 graduates. Nine of these 41 were librarians, 8 were assistant librarians, 8 were in reference departments, 3 catalogers, 10 in the lending department and 3 unspecified.

Forty answers were received from Group C, and of these libraries 9 reported no college graduates. Nine of the other libraries had only one graduate, 6 had two, 4 had three, 2 had five, 3 had six, 1 had seven, 4 had eight, 1 had twelve, and 1 fifteen. As in the other groups these graduates are distributed throughout all departments. So far as can be discerned, there is no general tendency to insist upon college training as a requisite for any branch of the work in libraries of the size under discussion.

**Control of Staff.** In 13 Group A libraries the board of trustees make appointments, in 12 the librarian appoints, subject to the approval of the board. Two libraries did not answer. In 11 libraries the assistants are responsible to the librarian and in 2 to the board; 4 libraries did not answer. Evidently removals are very uncommon in these libraries, as only 5 answered the question concerning them. In two of these the librarian, in the other 3 the board, makes removals.

In Group B, 67 libraries reported on question eighteen. In 15 of these the librarian makes appointments, while in 52 the board of trustees appoints directly. In many of these libraries, and probably in nearly all, the board merely ratifies the recommendation of the librarian. Seventy libraries reported that the assistants were responsible to the librarian, only 1 reporting that the staff was responsible to the trustees. Evidently removals are not serious practical administrative problems, for only 46 libraries answered, many others saying merely that none had ever been made. In 7 libraries the librarian makes removals, in 36 the board, and in 3 the

## Salaries of Librarian and Assistant Librarian

## Number of libraries

	GROUP A		GROUP B		GROUP C	
	Libn.	Asst.	Libn.	Asst.	Libn.	Asst.
240.....		2	..	..	..	1
260.....		1	..	..	..	..
300.....		2	..	3	..	..
350.....		..	..	2	..	..
360.....		2	..	3	..	..
400.....		..	..	1	..	..
416.....		..	..	1	..	..
420.....	2	1	..	2	..	..
450.....	1	1	3	1	..	..
480.....		..	..	5	..	..
500.....		..	..	2	..	..
520.....		..	..	1	..	..
540.....	1	..	..	2	..	..
550.....		..	..	1	..	..
560.....		..	1	..	..	..
600.....	5	1	6	12	..	1
624.....		..	..	..	..	1
660.....		..	..	2	..	..
680.....	1	..	..	..	..	..
700.....		..	1	1	..	..
720.....	3	2	1	3	..	1
750.....	1	..	1	3	..	..
780.....		..	3	2	..	1
800.....		..	1	1	..	1
840.....	1	..	1	1	..	..
850.....		..	2	..	..	1
900.....	1	..	9	4	..	4
930.....		..	..	..	..	1
1000.....	1	..	6	..	..	1
1080.....	1	..	..	..	..	..
1100.....		..	3	..	..	1
1200.....		..	18	..	2	4
1260.....		..	..	..	..	1
1320.....		..	4	1	..	..
1400.....		..	..	..	2	..
1416.....		..	..	..	..	4
1500.....		..	..	6	3	1
1600.....		..	..	..	1	..
1650.....		..	..	1	..	..
1700.....		..	..	1	1	..
1740.....		..	..	..	..	2
1800.....		..	..	1	4	1
1946.....		..	..	..	1	..
2000.....		..	..	1	5	1
2100.....		..	..	1	..	..
2200.....		..	..	..	..	1
2230.....		..	..	..	1	..
2400.....		..	..	1	4	..
2500.....		..	..	1	3	..
2700.....		..	..	..	1	..
3000.....		..	..	..	2	..
3200.....		..	..	..	1	..
3500.....		..	..	..	2	..
3600.....		..	..	..	1	..
4000.....		..	..	..	4	..
4500.....		..	..	..	1	..
5000.....		..	..	..	1	..
6000.....		..	..	..	1	..

civil service commission after the presentation of charges. One librarian says that removals have never been necessary as "the unsatisfactory assistant resigns; the satisfactory ones marry."

In 12 libraries of Group C the librarian makes appointments directly, in 27 the board of trustees exercise this function. Of 39 libraries reporting, only 1 states that the assistants are directly responsible to the board. In 11 libraries the librarian makes removals, in 1 the civil service board has this authority and in 22 the board of trustees remove unsatisfactory assistants. The other libraries did not answer the question.

**Salaries of Assistants.** Only Group C libraries are here considered, and the returns from these are often not clear, as in many of the smaller libraries the work is not clearly differentiated into departments. The average salaries for the senior assistants are as follows: Cataloging \$950; Reference \$1,010; Circulation \$875; Children's \$770; Order \$970; Binding \$770; Branches \$760. The junior assistants in all the departments are paid practically equal salaries, these ranging from \$360 to \$900. The average for the highest grade of junior assistants is approximately \$750. The best paid department is the reference department, in which 45 per cent of the senior assistants receive \$1,000 or more; the corresponding figures for the other departments being: Catalog 23 per cent, Circulation 34 per cent, Children's 28 per cent, Order 40 per cent, Binding 17 per cent.

While these averages probably represent current practice with a fair degree of accuracy, it must not be forgotten that the returns are very incomplete and that fuller information might modify them considerably. Your committee had hoped that definite information could be obtained on this point and is disappointed in not being able to render a precise report.

**Substitutes.** In Group A substitutes are paid from 7½ to 25 cents an hour, 10 cents an hour being the usual rate. In Group B, the prices range from 10 to 25 cents, 15 cents an hour being the most common rate. Where substitutes are engaged by the day the usual rate is \$1. A few libra-

ries in Group C pay 35 cents an hour for substitutes, the popular rates are 15 and 25 cents an hour, and the daily rate is \$1 in nearly every case.

**Hours of labor.** In Group A the average is 40 hours weekly, the extremes being 48, and 30 hours and 44 hours the usual time required.

The average for Group B, 71 libraries reporting, is 41 hours. Thirty of these libraries require 42 hours, six require 41, six require 45, nine 48 and five 39. The remainder require from 29 to 52 hours weekly.

In Group C, 41 libraries reported; one reporting a schedule of 72 hours weekly! Leaving this one extreme case out of consideration, the average is 45 hours. The shortest schedule calls for 39 hours and the longest for 48 hours, the commonest being either 42, 44, or 48 hours.

Four libraries in Group A reported that they did not open on Sunday. Of the 10 others which reported, 5 required work without extra pay and 5 did not require it. Two of the latter pay extra for Sunday work.

In Group B, 74 libraries reported. Thirty-six require Sunday work, of which number 7 pay extra. Eight others say that time is allowed on other days and this is probably true with most of the others. Fourteen libraries do not require Sunday work, nine of these paying members of the staff who work on that day. Twenty-four libraries are closed on Sunday.

In Group C, 12 libraries require Sunday work, 2 paying extra. Twenty-six do not require it, 17 of these paying extra. Three libraries do not open.

**Holidays.** Of 12 Group A libraries, 6 close on holidays, 2 pay extra, 2 require assistants to serve in rotation, 1 gives equivalent time and 1 uses substitutes.

In Group B, 43 libraries close on all holidays and 8 others close on those generally observed. In 7 which are open equivalent time is allowed, in 3 others extra pay and in 7 the assistants work in rotation, while 2 libraries employ substitutes. Only 3 report no observance of holidays.

In Group C, 24 libraries close on all important holidays, 6 employ substitutes,

9 give extra pay, 1 calls for volunteers and 1 is open as usual.

**Sick leave.** In Group A, 6 libraries pay full salaries for short sick leaves, 1 requires the absentee to furnish a substitute and 1 treats each case individually.

In Group B, 6 libraries allow no sick leave, 3 require the absentee to furnish a substitute, 2 deduct the time from vacations and 8 treat cases individually. One library allows 3 weeks sick leave annually, 6 allow 2 weeks, 1 allows 16 days, 1 allows 10 days and 1 allows 6 days. Three deduct no pay for a month, 1 for three weeks, 2 for two weeks, 1 for ten days, 2 for one week, 1 for three days, 1 for two days. Twenty-one give full pay for sick leave in reasonable amount.

In Group C, 2 libraries allow no sick leave, 3 treat cases individually and 3 require a substitute to be furnished. One gives one month annually, 1 three weeks, one 15 days, 10 give 2 weeks and 1 gives 10 days. Of the others one gives half pay for 1 week and one-quarter pay for 3 weeks. Two make no deductions for a month of illness, 2 for 3 weeks, 4 for 2 weeks, and 6 give full pay for an unspecified length of time.

**Vacations.** Six libraries in Group A give 1 month of vacation, 2 give three weeks and 5 give 2 weeks. One library in each of the last two classes gives an extra week to the librarian. In Group B, 20 libraries give a month of vacation, 4 give 4 weeks, 9 give 3 weeks, 24 give 2 weeks, and 1 no time. One library gives two weeks including sick leave. Four libraries give 1 month to the librarian, and three weeks to assistants, 4 give 1 month to the librarian and 2 weeks to assistants, and 3 give 4 weeks to the librarian and 2 weeks to assistants.

In Group C, 1 library gives the librarian and heads of departments 2 months, other assistants 1 month. Seven give 1 month to all, 1 gives department heads a month and assistants 3 weeks. Four give 4 weeks to all. Sixteen give 3 weeks; one of these allowing an extra week to the librarian. Twelve give 2 weeks. Two of the last class allow 2 extra weeks and 2 allow 1 extra week to department heads.

**Staff Meetings.** Only 1 library in Group A has formal staff conferences. In Group B, 27 do not and 36 do have them. Six of the latter hold their meetings at monthly intervals, 2 bi-weekly, 19 weekly, and 9 at irregular intervals. All these libraries but 1 require attendance, 27 give the time to the assistants and 8 require them to attend in addition to the regular time. Only 9 Group C libraries report no form of staff meetings, while 31 have them. Two libraries have weekly meetings, 4 have them every two weeks, 13 every month, 1 bi-monthly and 10 irregularly. Nineteen require attendance and 11 do not. Three do not give the time, 3 give one-half the time and 23 give all time required.

**Annual Reports.** In regard to the mention of special members of the staff in annual reports practice is about equally divided. In Group A, 5 libraries do and 4 do not mention individuals, in Group B the figures are 24 and 34 respectively and in Group C 19 and 16. The usual reasons given against the practice are that the reports are too brief to permit such mention, that it is unwise to discriminate between members of the staff and that those not mentioned feel injured, that the library work should be presented impersonally or that it is impossible to differentiate accurately the work of individuals. The usual reasons for the practice are that justice requires credit to be given and that it encourages members of the staff to do good work.

**Apprentice Classes.** Eight Group A libraries reported, 4 of which had apprentice courses. All required a high school education for admission and none guaranteed positions. One course is five months, 1 six months, and 1 two years. Two hours of formal instruction and 2 hours of practice work were required daily in each.

Forty libraries of Group B give apprentice courses, 28 do not. Twenty-three admit on high school certificates, 1 requires a collegiate education and 9 give entrance examinations; the others admit at the discretion of the librarian. The time required varies from 1 to 12 months, the periods of



three, six and nine months being usual and equally popular. The one-month course calls for 208 hours of practice work. The twelve-month course averages 360 hours of formal instruction and 1,200 hours of practice. The nine-month courses average 117 hours formal instruction and 1,300 hours of practice. The averages in the six-month courses are 215 and 872 hours respectively. In the three-month courses 400 hours is an average and very little formal instruction is given.

Twenty Group C libraries have no apprentice courses; 18 give them. Three courses cover 3 months' work, 9 six months' and 5 from 7 to 9 months'. The three-month courses call for an average of 52 hours of formal instruction and 400 of practice, the six-month courses for 145 and 650 hours and the others for 200 and 1,130 hours respectively.

HARRISON W. CRAVER, Chairman.

H. M. LYDENBERG,

ETHEL F. MCCOLLOUGH

Committee.

The CHAIRMAN: Another committee report not presented yesterday is that on library work with the blind, and Mr. J. L. Gillis, of the State library, Sacramento, will present a report from that Committee.

Mr. J. L. GILLIS: Mrs. Delfino, of Philadelphia, was to present this, but was unable to attend, and I received this part of the report yesterday afternoon, which is merely a statement of her work, giving the events that have taken place in the work among the blind within the last year. I don't know as it is necessary to read the report, but I move the adoption and recommend that it be referred to the Committee for printing.

The CHAIRMAN: Unless there is objection, under the rule, the report will be received and referred to the Program committee.

#### REPORT OF THE COMMITTEE ON WORK WITH THE BLIND

The Committee on work with the blind reports as follows:

Following the resignation of Mr. Asa Don Dickinson from the committee, Mr. James

L. Gillis, state librarian of California, was appointed in his place.

By request of the editor the report of the Committee presented at the Mackinac Island Conference, 1910, was reprinted in the Outlook for the blind, January, 1911, vol. 4, no. 4.

With the exception of two or three hundred volumes in circulation at the time, the New York state library for the blind was totally destroyed by fire, March 29, 1911.

After July 1, 1911, the reading room for the blind in the Library of Congress will be discontinued. The embossed books have been transferred to the public library of Washington, D. C., under whose auspices they will hereafter be circulated.

The chairman of the committee attended the sessions of the Blind Workers' Exhibition held in the Metropolitan Opera House, New York, April 26-29, 1911, under the auspices of the New York Association for the blind. The exhibit of the Department for the blind of the New York public library, in care of Miss L. M. Goldthwaite, was very complete and exceedingly well arranged. The Pennsylvania home teaching society also sent an exhibit in Moon type in charge of a home teacher.

The New Jersey commission for the blind now employs two home teachers who instruct the adult blind in their homes. The Free public library of Trenton, N. J., has begun the circulation of embossed books.

The Perkins institution has about 1,000 old and new line type books for distribution among libraries provided recipients will pay freight charges. Any librarian desiring to take advantage of this offer may secure a list of the titles available by writing to E. E. Allen, Director, South Boston, Mass.

The New York Association for the blind of New York City issued a new magazine for children in American Braille entitled "The Searchlight."

The plates for embossing the New Testament in American Braille were recently completed by the Missouri School for the blind and transferred to the American Bible Society to whom orders for copies should be sent.

The Xavier Braille Publication society for the blind, 824 Oakdale Avenue, Chicago, was organized during the year. "The aim of the Society is to place gratuitously within the reach of the blind throughout the United States Catholic literature in raised Braille print, of which they have hitherto been wholly deprived."

The Society for the promotion of church work among the blind, Philadelphia, is about to issue a second edition of the Hymnal of the Protestant Episcopal Church, in American Braille, the first edition being exhausted. The Society has also arranged to publish the music of the Hymnal.

The eleventh convention of the American association of workers for the blind will be held at Overbrook, Pa., June 20-23.

EMMA R. NEISSER DELFINO,  
Chairman.

This brings us to this morning's program and the first item is "The effect of the commission form of government on library control." I have the pleasure of introducing Miss ALICE S. TYLER.

#### EFFECT OF THE COMMISSION PLAN OF CITY GOVERNMENT ON PUBLIC LIBRARIES

In presenting so new a subject as this, it seems necessary to consider some fundamental facts regarding the origin and evolution of the commission plan, and also to note in some degree the rapid spread of the idea in the few years since its inauguration. The plan dates from the year 1901 after the disaster at Galveston, Texas, when the necessity for the immediate rehabilitation of that city was confronted by her people. The Texas legislature enacted the laws promptly which were urged by the Galveston citizens to meet the emergency, and other cities in that state seeing the success which attended the plan in Galveston also adopted it, notably the city of Houston, where with certain modifications the plan has been equally successful. The splendid results which followed the new method of government inaugurated in Galveston became known throughout the country as the "Galveston plan." Other states, one after another, have

followed Texas in enacting legislation, making it possible for cities within their borders to adopt a similar plan of local government, though in some it is greatly modified; the states being Alabama, California, Colorado, Idaho, Illinois, Iowa, Kansas, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, South Dakota, Tennessee, Texas, Washington, West Virginia, Wisconsin.\* In New York state such legislation has been actively urged by the city of Buffalo and other cities but has not yet been enacted. About 125 cities in 26 states have acted favorably upon the adoption of the commission plan of municipal government.

What is the commission plan of government? The underlying principle is comparatively simple. It centralizes municipal authority and responsibility in a limited group of men called commissioners. These with the mayor are elected by the city at large. The plan does away with party nominations, ward divisions and aldermen, and with the petty prejudices and antagonisms of the various localities in the city. This board or commission, (usually 5 members) devote their entire time to the management of the affairs of the city, and are paid reasonable salaries therefor. They divide the duties of the city government among themselves into five departments, usually designated as public affairs, accounts and finance, public safety, streets and public improvements, and parks and public property. They then elect all the subordinate officers necessary to conducting the city business, such as chief of police, police judge, city clerk, library trustees, city engineer, city treasurer, city auditor, etc. All other subordinates, except common laborers, are selected under civil service rules administered by a civil service commission, and are removable only for misconduct or lack of attention to duties, or activity in political matters. The commissioners and mayor not only act as the administrative heads of their respective departments, but also con-

\* Some of these states allow cities to frame their own charters, and hence may be termed "home rule" states.

stitute the city council and as such legislate for the city. They are usually elected for a period of two years. Emphasis is laid upon a business-like administration, and responsibility is definitely fixed upon each commissioner who is the head of a special department. Publicity is one of the important features of the plan. The meetings of the commission are open, and the public can easily know whether matters are managed with integrity and efficiency, or if a commissioner is falling in his responsibility.

It has been said that the commission system of government has in effect reintroduced the New England system of town government by a board of selectmen. We recognize the fact that large town meetings of all of the electors could not be conducted upon a deliberative basis, and the ballot must of necessity be made use of to secure an expression of the popular will. The election is therefore a substitute for the town meeting and the recall, initiative and referendum incorporated in most of the commission plan schemes give to the citizens all of the privileges reserved by the electors of the New England town.

No attempt is here made to discuss the strength or weakness of the commission plan of city government, further than to consider such points as are related to library interests. It should be borne in mind, however, that under the plan, the council or commission is vested with all executive, legislative and judicial powers, formerly possessed and exercised by various boards and officers, under the ordinary method of city control. Those who question the wisdom of the plan find in this feature much to criticize; i.e. the difficulty of one body both legislating by determining policy, and at the same time administering; or, in other words, levying the taxes and also disbursing the funds. Within the last month, however, we have seen the declaration of so thorough a student as Governor Woodrow Wilson, of New Jersey, that it is not inherently impracticable to combine the legislative and executive functions in one body. He says, "There is no necessity for keeping the three coordinate branches

of government distinct, and free from interferences. The pretense that the three branches are distinct is responsible for more corruption than any other single feature of our system. They are not, and cannot be kept separate, and all that the pretense accomplishes is that it substitutes underground relations for open, honorable relations."\*

Among the modifications of the original Galveston plan, one of the best known is that which is sometimes termed the Des Moines plan, which was secured by an act of the Iowa legislature in 1907. Inasmuch as the actual operation of this law is in a degree familiar to the writer, on account of residence within that state, some of the features of that law are the basis for certain statements made herein.

In securing information for this paper a list of questions was sent to about 50 libraries in cities under the commission plan. The questions were:

1. How long has the commission plan been operative in your city?
2. Did it make a change in number of library trustees and method of appointment?
3. Is the supervision of the library assigned to a department of the city government? Or, have the trustees full authority?
4. How many library trustees and how appointed and for how long a term? Is there provision for continuity by varying length of terms?
5. What is your method of levying the tax for library maintenance? Does this differ from former practice?
6. Do you consider that your library has profited by the change of your city to the commission plan? In what way?
7. Does the plan place the librarian and staff under civil service rules?
8. Has there been any effort to include other educational interests, (i.e. the schools) under the commission plan of your city?
9. Is the general law of your state relative to public libraries still operative, even though the commission plan has been adopted?

Replies were received from libraries

\* *World's Work*, May, 1911.

located in nineteen different states. None of the great cities have adopted the plan except Boston, where it is greatly modified and does not in any way affect the public library. The majority of those replying were unable to give definite answer as to distinct changes either for better or for worse in the library management under the plan. The entire limit of ten years is too short a period to enable conclusions to be drawn with certainty; the majority of the cities that have adopted the modified Galveston plan have operated under it much less than 10 years. A hopeful attitude is manifest toward the results that are likely to come from the change, but lack of uniformity in the various state laws makes generalization impossible as to results already attained. The liberty given in some states for cities to incorporate in their charters features that seem locally desirable is found exemplified in the state of Massachusetts, where the modified commission plan has been adopted in Boston, Taunton, Haverhill, Gloucester, Chelsea and Lynn, but where with the exception of Lynn the new city charters do not affect the library situation. In that city, however, provision is made that the public library shall be under the exclusive management and control of the municipal council, which shall have the power to name the trustees and remove them for cause. It further states that the municipal council may increase or diminish the number of trustees, and make such rules and regulations concerning the public library as it may deem expedient. The librarian in Lynn writes that the present council seems to have full confidence in the trustees of the library, and has up to the present time made no change in the old method of government. As the charter does not make any one of the council a library trustee a method of interesting them in the library has been to appeal to various commissioners for specific needs, e.g., if money is needed over and above yearly maintenance fund the appeal is made to commissioner of finance; if additions to building, the appeal is made to commissioner of public property.

In Texas, where the first commission plan law was enacted, we find that the libraries are under Boards elected by the commission, and are all reported as being free from the evil effects of political interference. Dallas reports an increased maintenance fund from year to year, which is now more than double the amount provided by the city for library maintenance before the commission plan was adopted in 1907. In Galveston where the plan originated, the library is not affected, because, as the librarian states, the Rosenberg Library is a private corporation incorporated under the state law, and is entirely independent of the city government. The revenues are entirely from endowment, and no money is received from taxation. The librarian further states that while the commission plan has been very successful indeed in that city, it has affected the library in no way. The librarian at Houston writes: "I do not believe that the library has really been affected by the commission form except in the fact that the city's more economical administration has probably made it possible to receive a more liberal appropriation, though this is far from satisfactory. I do think that the general improvement of the town through good administration helps the library indirectly in many ways."

But one city in Wisconsin (Eau Claire) is actually operating under the plan, and the librarian writes that she believes the library has profited by the change. She states that the council seems interested in maintaining the standards of the library and are now willing that the necessary money for its support shall be appropriated. It is easier to bring matters to their attention and they act more promptly than heretofore.

While several libraries in Illinois will be affected by the plan which has been inaugurated by a number of cities this spring, it is too soon for any report of the effect to be made; the law in that state, however, seems to have defects similar to that of Iowa in the indefiniteness of provision regarding the number of trustees, their powers and length of term.

In Minnesota the plan has been effective one year in Mankato, and the librarian writes that it has been a good thing for the library. The city officers seem to recognize the value of the institution and increased the annual appropriation \$1000 the first year. A municipal library has been placed in the city hall.

Inasmuch as the recall feature of the commission plan was made effective in Tacoma, Wash., the past year, it is interesting to note the statement of the librarian, that the library there was saved from disaster by the result of the recall election for mayor, the deposed mayor having made political appointments on the library board. The librarian further adds, "What saved us was woman's suffrage added to the form of government."

In the state of Kansas, where there are a large number of towns and cities operating under the commission plan, a considerable proportion of the public libraries are under the control of the local school board, while the others are managed by 12 trustees elected by the council, this matter seeming to be optional. One of the Kansas librarians reports that the chief effect of the commission plan on her library is that it has done away with the librarian's two weeks' vacation on pay, because of the fact that other city employees do not have one. In some instances the library appropriations have been reduced, not through antagonism to the library, but because of the avowed policy of securing an economical administration of city affairs in all departments.

In California the plan has been adopted by eleven towns and cities, and while information was not secured from all of the libraries affected, the general opinion seems to be that the adoption of the plan has not caused any radical change in management, which is by a board of trustees. Belief is expressed, in most instances, as to the library possibilities under the commission form of government.

In Colorado Springs, the one city in Colorado under this plan, the librarian writes that the chief difference has been in the mode of handling the finances of the library; the city auditor and treasurer

receiving and disbursing all of the funds, otherwise the board of trustees elected by the council have control.

In Iowa, where there are now seven public libraries affected by the law (Burlington, Cedar Rapids, Des Moines, Ft. Dodge, Keokuk, Marshalltown and Sioux City), there has been much uncertainty as to the intent of the law both as to the number of library trustees to be elected by the commission and their powers; the Des Moines plan law is capable of two constructions as it now stands, as there is doubt as to whether the general law with 9 trustees holds, or whether there shall be only 3, which the commission law states are to be appointed by each new commission. Three of these libraries are operating with 3 trustees, three with 9, the seventh not having had the decision of their city attorney. The problem of continuity with only 3 trustees is a serious one. Two able Iowa lawyers, who are also library trustees, prepared a bill providing for 5 trustees and continuity by one annual appointment, which was introduced in the last General Assembly, but which failed to pass the House (in the midst of the senatorial deadlock); hence unless a decision of the state supreme court should be secured, there will be uncertainty for another two years (until another legislative session) as to whether the number of trustees and their powers, as fully set forth in the general library law of the state, still hold. The uncertainty of the law can in a measure be safe-guarded by a somewhat detailed ordinance, and this has been done in some of these cities. However, the assignment of the library trustees and the library to the department of public affairs (or to the department of accounts and finance, as is done in one city) makes it necessary for the library board to have the approval of the head of that department for many details that have heretofore been decided by the library board.

One of the Des Moines commissioners, who is recognized as one of the most thorough students of municipal problems in this country, and who is now secretary of the League of American Municipalities,

states that he has long advocated that the levying of all municipal taxes should be centered in one body, and that both library boards and school boards should be annexed directly to the city government; the fact that libraries are educational institutions is not a reason for separating them from municipal government. The Iowa law definitely classifies all of the city's activities (except schools) under one of the five departments, each with a commissioner (or the mayor) at its head; but provides that libraries shall have further supervision, hence provision is made for the appointment of three library trustees by the council immediately after they have been elected and assume office. These library trustees, however, do not seem to have full authority, but are the agents of the council to look after the details which cannot be classified directly under the duties of the commissioner.

From the communications received it seems that the civil service feature of the municipal commission plan law as applied to libraries varies. It seems to be incidental and may or may not be included, according to the provision of the city ordinance in most cases. It would seem that the sentiment of the librarians is not favorable to this. Several did not reply to the inquiry, 24 stated that civil service rules did not apply and 5 that they did. One librarian writes in its defense, "There seems to be no other way of placing work on a merit basis. Whatever the conditions may be in individual cases, as a general principle, choice must be made in public work between civil service and the spoils system." On the other hand several who replied no, emphasized it by underlining or an exclamation point, and one librarian added with unction, "No, thanks be!" Another writes, "I would consider it very unwise to place the library under civil service—librarians are not made by rule."

In some states the control of the library is not included in the municipal plan, but is placed under the direction of the school board or board of education, and hence is not affected in any way by this form of government. The educational function has

thus been recognized, either consciously or unconsciously, as shown by such assignment. This leads to the consideration of a vital point in connection with any discussion of the municipal control of libraries, and that is the recognition of the educational function of the library. The fact that the public library is unlike any other of the city's activities, such as parks, streets, police department, etc., led most states in the very beginning to the provision in the general law for a board of library trustees with separate functions, powers, responsibilities and funds; this being necessary because the requirements for the management of such an institution are as much out of the ordinary as those of the public schools with a separate board; while in others the library board is appointed by the school board, as a sort of sub-educational interest.

When we come to examine the commission plan law, we find that there seems to be no definite recognition of the educational functions of the municipality, and hence an uncertainty as to the exact place of the library in the general scheme; this seems to be the problem that now confronts the public libraries where this plan is likely to be adopted. It is the old and still new question of classifying and administering civic educational interests, i. e., the schools, museums, libraries, art galleries, free lectures, etc., that may exist for the benefit of *all* the people under the possible direction of the municipality. Shall *all* educational interests be grouped under one management or board, one degree removed from the commission, by appointment, or shall they be separated or arbitrarily classified in some entirely unrelated department of the city as is done in some cities? So far as information could be obtained, it would seem that in a number of states the recognition of the special function of the public library has usually been incorporated in the commission plan law in an indefinite way by the provision for a board of library trustees of varying number elected by the commission, but under the supervision of one of the commissioners or heads of departments.

Educational interests are certainly as vital a part of a municipality's responsibility as the more material interests. If the chief value and strength of the commission plan consists in directness and simplicity and the concentration of responsibility and authority on a few responsible men, it would seem that the separate and independent organization of the school system in a commission governed city is scarcely any more defensible than that of a public library system; while the scope of the school system and the funds involved in the school management are much larger, the principle is the same. It is found, however, that in very few instances, have the schools been placed under the commission plan; the most notable instance, however, seems to be that of the city of Houston, Texas, where a school board of seven members is appointed by the city commission in a manner similar to the library board. The success of such centralization seems evident as set forth in an interesting article by the superintendent of the Houston schools in the *Educational Review*, April, 1909.

If we believe that the various means of popular education, outside the school room, should be strengthened and dignified in the municipality, there should be a serious effort made to bring to the attention of those who are interested in commission plan legislation the most advanced and enlightened views regarding it. Can a comprehensive scheme of education such as is now being developed in the commonwealth of New York be applied to a municipality? If so, could a commissioner of education, as one of the city council or commission, wisely direct all of the educational interests of the city, i. e., the schools, libraries, museums, etc? Or, is the present tendency of the plan to provide a small board of 3 or 5 members appointed under the commission, to have charge of the library, and another similar board to have charge of the schools, the better method? The election of a commissioner of education *ex officio* chairman of these two boards would strengthen the latter plan greatly.

It is of vital interest to librarians, in view of the popularity of the commission plan

and the likelihood of its more extended adoption, that we give consideration, in a constructive way, to the securing of a more comprehensive recognition and classification of the public library as an educational factor in this new scheme of city government. There seems to have been no serious consideration given to this in the past and laws are taken over from other states without investigation. Whatever recognition there has been given the library in the plan seems to have been more by chance than by careful forethought. While the plan may be an experiment, it is one that continues to be tried. It is essential that active efforts be made to strengthen the weaknesses in the existing laws and safeguard those laws that are likely to be enacted in other states.

The CHAIRMAN: Miss Tyler has presented a subject entirely new to our program and, I think, to the thoughts of most of the members of the Association. It is a subject, as she says, which is now of vital importance to a large number of libraries and is evidently going to be of vital importance to a still greater number. We in the East and center of the country look rather to the western states for pioneer work, and I should like to have some amplification of some of the details and perhaps criticism, or some tentative answer to Miss Tyler's last question, and I hope some of our western friends will speak. I understand Miss Harriet Ann Wood, of Portland, Oregon, has made some study of this subject, and I will ask her to say a few words.

Miss WOOD: I was librarian of the Cedar Rapids library when the city adopted the commission plan. All of the trustees of the library were very progressive, forming an ideal board in every respect. They were all ardent advocates of the commission plan of government and worked very hard for its adoption in the city. One of the features of the commission plan of government is that no man who has any connection with a corporation which holds a city franchise is eligible to membership on the library board. One of the strongest members of the library board, one who had been a member from the first, who knew

the whole history of the library and who knew more about the conditions which prevailed than anyone in the city, was thereby made ineligible to membership.

The city attorney was very much interested in the library, but he decided that three was the right number for the library board. A board thus constituted works very well, except in a crisis when it becomes virtually a one-man board. After the plan had been working for about two years, the new set of city officials came in and a new city attorney, who decided that the library should operate under the regular state library law and that the proper number for the library board was nine, and that the old board should have been serving all the time. Therefore, he advised the council to this effect, and they reinstated the old board. At the end of two years more there may be a new city attorney and under the law there is no way of telling whether the library will go back to the three-men board or not.

Library affairs have progressed very smoothly. The library board has endeavored to keep in touch with the commissioners and has inspired so much confidence that the internal affairs of the library have not been interfered with. At one time, however, the council, without consulting the trustees, passed a resolution that the binding of the books which belonged to the city, should not be done outside of the United States. Of course, this was a matter which was very easily complied with, but it indicated the power that rested in the hands of the officials if they chose to exercise it.

The appropriation was increased. It was evident that the new commissioners were anxious to make their city library what it should be and they worked with the trustees in perfect harmony to promote the interests of the library. The trustees of the library tried to promote the things that were of interest to the commissioners. The commissioners had Charles Mulford Robinson make a plan for the beautification of the city, and this the library trustees circulated very freely and generously. This I simply mention as a method of keeping in

close touch with the council and of advancing all the interests of the city.

We certainly feel that the commission plan, so far as the city of Cedar Rapids is concerned, is a success, provided the law can be properly amended.

The CHAIRMAN: Miss Tyler has stated that there are eleven towns and cities in California who have the commission form of government and she has given us a general expression of the average opinion, but I thought perhaps we might receive from some representatives of those towns and cities further details of the question under discussion here. Is there anybody who represents a commission town or city who would tell us a little more in detail how it has worked out?

Mr. J. L. GILLIS: The city of Sacramento has not adopted the commission form of government, but the citizens there expect to do so. I am not very familiar with the changes in the law in regard to libraries in those cities where the commission form of government has been adopted, but from what I do know, there has been very little change. The libraries are either to be operated under the state law as formerly, or the changes are very slight. I do not believe it makes any particular difference in the government of libraries in this state. In Sacramento, it is proposed to place the library under the charge of one commissioner, the object being to get direct communication with the governing powers so that interest in the library may be taken by one who has the power to raise the money and to dispense it. Later perhaps we can tell you how it works out.

The CHAIRMAN: While the question of the commission plan of government as it affects libraries is the particular phase which we are personally and most vitally interested in here, there is, of course, the wider aspect of the question, whether the educational interests of the city are sufficiently distinct to be treated differently from the other interests of the city and whether the library is sufficiently distinct from the school to be treated differently from that interest. Mr. John Judson Hamilton, author of the book, "The dethrone-



ment of the city boss," is with us this morning and perhaps will speak to us on that broader aspect of the question.

Mr. HAMILTON: Mr. President, ladies and gentlemen: I should hesitate very much to put my own theoretical ideas on this question against either those of Miss Tyler, or against your personal experiences of the commission form of government, as some of you have had it in your capacity as librarians. I could not add very much, if anything, to what Miss Tyler has said on the general question. I don't believe that even Governor Woodrow Wilson himself could have given a more statesman-like summary of this question than Miss Tyler has given and I will ask her to remember that I don't offer this as an argument for women's suffrage. I am willing that you draw your own conclusions. As to the question of including the educational side of the community's work with the political, under the commission form of government, I agree with those in Des Moines who think that ought to be done. I heard a very interesting address by Governor Wilson at Los Angeles a few evenings ago, in which he discussed the question of communities putting all their eggs in one basket, and then watching that basket, and I believe in doing that very thing. I think the educational and library work ought to be put in the full blaze of publicity along with the city's government, in cities having the commission form of government. I think there is no better information that your Association could get along this line than the individual experience of librarians in commission governed cities. You certainly have that which is of more value than I could offer.

The CHAIRMAN: The question of "The relation between the library and the municipality" is really the main topic of the morning, and we shall revert to the question suggested by the latter part of Miss Tyler's paper, the question of the administration of civil service, later, but now is the time to take up, according to the printed program, the question of branch library problems and I have the pleasure of introducing to you Mr. CHARLES H. BROWN,

assistant librarian of the Brooklyn public library, who will speak on

#### LIMITATIONS OF THE BRANCH LIBRARIAN'S INITIATIVE

As good American citizens we have from our earliest days been thoroughly imbued with the spirit of Patrick Henry, "Give me liberty, or give me death." We as librarians have sometimes applied this motto to our professional work, holding up before ourselves as our ideal, independent positions. We dislike to be limited in our work in any way, and it is possible we may at times spend many minutes in thinking how much more successful our libraries would be if we were not hampered by what we may at times consider necessary evils, such as boards of trustees, chief librarians and in our larger libraries superintendents of departments. It cannot be denied that there are many advantages in allowing heads of libraries, whether they be branch librarians or librarians of independent city libraries freedom of action. Why should not branch librarians be given the same privilege of initiative which the chief librarians expect in dealing with their boards? Those directly in charge of branches know the immediate needs of their own communities better than those at the head of large systems of libraries, many of which have to deal with different types and races of people. An over-centralized system may involve the loss of originality and what is worse the loss of enthusiasm and interest among the assistants. Even in these days of mechanical progress a machine will not do as a reference librarian or a loan desk attendant. If the decision of the small every-day problems which are continually arising must wait until some administrative officer, usually several miles away, can be consulted, we shall have continual trouble and vexation of spirit not only on the part of the assistants immediately concerned, but also of the public. On the other hand, it is obvious that there are many reasons why it is inexpedient for a branch to be entirely independent of its neighbors, as if it were in

another city. The economic loss in doing the work of ordering, accessioning and cataloging the same title 25 or 30 times instead of once, the confusion to the public through different rules in different branches and the unnecessary duplication of books are a few of the many arguments against a decentralized system which will at once occur to us. How far, then, can we retain the advantages of decentralization and independent administration without injury to the service? To what extent must the initiative of the branch librarian be limited? Is it feasible to increase or decrease the limitation of freedom of action and what are the corresponding gains and losses?

It may be of interest to compare in a few points the administration of a branch library with that of an independent city library. How much of the authority that is usually given to the head of a city library can be given to a branch librarian? What are the agreements and what are the differences in the underlying conditions? How much actual and absolute independence of action can be given to the one and not to the other? Let us take as a basis of comparison branches and independent libraries of about the same circulation. At the head of the independent city library is the board of trustees with its various committees on administration, books, buildings, etc., to which the recommendations of the librarian are submitted. The branch librarian on the other hand has as her superior officers the chief librarian and the heads of departments to whom her recommendations may be submitted. The chief librarian is an expert in library economy; the trustees usually are not. The assistants are appointed and removed in the one case by the board or a committee of the board after recommendation by the librarian; in the second case the branch librarian may or may not make recommendations as to the appointment or transfer of the assistants employed in a branch. The rules and regulations for the public are in the case of the independent library fixed by the board upon the recommendation of the librarian; the assistant

in charge of a branch may or may not make recommendations to her superior officers as to changes of rules. In relation to other libraries and institutions there is a marked difference. The independent library does not usually have to consider the limitation of scope due to other libraries in the same city doing the same general work; the branch library must bear this continually in mind. The main difference, however, is in the amount of money available for library purposes. The circulation of the larger branches in New York and Brooklyn, such as Seward Park, Brownsville and Bushwick, compares not unfavorably in number with such cities as Worcester, Denver, Providence, Springfield, Grand Rapids and New Haven. The population of the districts reached by those branches varies from 50,000 to 150,000, as does the population of the cities mentioned, with the exception of Denver, which is larger. But the amount of money available for the support of these branches is, roughly speaking, in each case about one-half the library appropriation of the cities, even if the cost of the administration of the central office is distributed proportionally among the branches. This means in the case of the branches smaller buildings, fewer assistants and lower salaries. As the circulation is the same and requires the services of the same number of assistants in both cases, there will obviously be in the case of the branch library a smaller force available for other routine work.

Now to what an extent do these differences limit the comparative freedom of action of the branch librarian, and how far do the agreements permit it. Let us take it as granted that it is desirable to give the branch librarian as much initiative as is consistent with economical administration and satisfactory service to the public. Bearing these facts in mind, it is not difficult to come to some general conclusions with regard to the administration of a large system of branches.

In the first place, the fact that the money available for a branch is much less than that for an independent city library

with the same circulation, must involve certain economies of coöperative administration. The saving in cataloging and accessioning at the general office is considerable and cannot be ignored. In the ordering of books and supplies there is even a greater economy in having the work done at one place for the entire system, for by this means larger discounts may be obtained through the purchase of large quantities at one time. However, this routine work is not such as affects the initiative of the branch librarian to any great extent, provided certain essentials of this work are left largely to her discretion. These essentials are first, recommendation as to the selection of books and supplies, second, the addition in cataloging of certain subject headings such as may be in her opinion needed in her special branch. In the selection of books the branch librarian may not have the knowledge possessed by the head of an independent library. The former receives less salary and has a narrower experience. But, knowing her own community with its various factories and industries, she should be given the initiative as to what books should go into her special branch. Her recommendations may well be examined at the central office, as the recommendations of the independent librarian are examined by his book committee. This is the more essential in the case of the branch library, as the chief librarian, while he may not know the 40 or 50 different communities of his city, does have a better knowledge of the value of various books and editions. The same argument applies to additional subject headings. In a general book on technology a bibliography of steel works management may be worth a subject heading in a library near the steel mills. The addition of such subject headings and the analysis of special articles or chapters may well be left to the branch librarian, if the headings selected by her are approved by the head of the cataloging department. It follows, therefore, that although a certain part of the routine work must for purposes of economy be done in the central office, yet this

centralization does not necessarily lessen the branch librarian's initiative.

In regard to the personnel, it has been found necessary in the larger libraries to conduct training classes for embryo librarians. It is not possible, even if it were desirable, for each individual branch with its small force to conduct its own school, but the apprentices may be given experience in various branches, and the branch librarian allowed an opportunity to report and recommend as to their appointment. In the case of an undesirable assistant, the branch librarian may have even more opportunity for initiative than the independent librarian, for it is far easier for the former to transfer an assistant from one branch to another than it is for the latter to make an absolute dismissal. The branch librarian should know the efficiency of her various assistants and should be encouraged to report upon them to the chief librarian. If this be done, her initiative as to the personnel of her force does not compare so unfavorably with other librarians and is superior to the privileges many librarians enjoy under city civil service rules.

The reference work is another department which calls for decentralization. Each branch should have its own reference collection. Although it must of necessity be smaller than that of the independent library with its larger building and greater income, yet it should be sufficient to answer most of the questions that are asked. The remaining inquiries call for coöperation. If the information sought cannot be given at the branch, the reader should be referred to the central building or the question should be forwarded to the chief reference librarian for investigation and report. This, however, is not so much a case of centralization as of coöperation, and would be found to a less extent perhaps in our larger libraries.

The rules and regulations for the public must involve some degree of centralization, although even here the initiative of the branch librarian may not be necessarily limited. It is clearly desirable to allow the public to use different branches

if they wish. This involves some uniformity as to registration, charging systems, etc. It also implies uniformity as to certain regulations. It will not do to allow persons in one branch to take out 5 books at one time for 3 months, and in another branch a mile away to limit them to one book for 2 weeks. This uniformity does not imply, however, a central registration office. The branch librarian may well be given charge of her own registered list of patrons, thus keeping in closer touch with the people of her community. As the librarian makes recommendations to his board as to changes of rules, so should the branch librarian be encouraged to study and recommend any amendments to the regulations of her own library. She has the further assurance that any improvement she can propose will benefit not only her special branch, but all the branches of the city. Thus she may be given a great incentive for originality and initiative.

So far, I have attempted to show that the opportunities for initiative of a branch librarian do not necessarily compare unfavorably with those of the independent librarian. While a certain portion of the routine work for purposes of economy must be done in a central office, yet this does not affect necessarily the opportunities in branch work, and this centralization may be even a relief to the individual and thus an advantage to the public. Most of us will not consider that the decrease of routine work lessens our initiative.

Centralization does not mean uniformity along all lines. The individuality of the branch and the branch librarian must be retained. The branch librarian should and must study her community and the conditions in her neighborhood which may affect her branch, and should make recommendations embodying her conclusions. Different neighborhoods have different needs. A duplicate pay collection may be an excellent thing in a residential district and a total failure in Little Hungary. A collection of books in a Fifth Avenue branch on How to live on \$500 a year would be absurd. The branch librarian

should be given and should feel the responsibility for the success or failure of her branch. She should make recommendations to the administrative officers as to the selection of books, changes of rules, the personnel of her force, and the extension of the library's activities within her neighborhood, as the independent librarian makes his report to his trustees.

How may the initiative and originality of the assistants in a large system of branches be encouraged? It is possible to foster the spirit of coöperation among the branches of a system. Advice and counsel should be given in place of direct orders in so far as may be possible. The military system is not to be commended in library work. It is perfectly feasible to discuss any proposed changes at the meetings of the branch librarians, who should be encouraged to take part in such discussions. The assistants should be urged to recommend at any time possible improvements in the library service, and should feel free to talk over such recommendations informally with those at the head. If this is done the originality and interest of the assistant will not be lost; the decision of every small point need not be postponed. It is not sufficient to say, the "Work for the work's sake." It is the "Work for the public's sake." You all have heard of the library assistant who exclaimed when interrupted in her routine work by a reader: "If the public would only let us alone, we could get some work done."

Those of us who may be longing for independence should remember that there is no such thing as an absolutely independent position in library work or any other work. Sometimes I think independence is what we think the other fellow has and the other fellow thinks we have. The head of the library has his trustees and the city officials, who, with their civil service rules and their inclination to cut our budgets, can make more trouble than any chief librarian would ever dare to make. No one ever accomplished anything by thinking continually of the limitations in his work and by telling himself that opportunity has knotted and fled, never to

return. Opportunities are always with us; it is for us to see how we can make the best use of them.

The CHAIRMAN: The discussion of this subject will be continued by Miss CLARA E. HOWARD of the Carnegie library, Pittsburgh, who will speak on

#### THE BRANCH LIBRARY AND ITS RELATION TO THE DISTRICT

Within the past ten years the duties of a branch librarian in Pittsburgh have changed. When the branches were first opened it was found necessary to keep a great many records, but since the running machinery is in order, many of the details of the organization have been done away with. At present the only records kept are those which are not obtainable at the central library. The branches depend upon the central for figures of additions and number of volumes in their collections, and the central expects from the branches only those figures for which the branch is responsible. The monthly and annual statistical reports of each branch are now compiled in the central office where they have an adding machine. As much routine as possible has been done away with and as our books come to us already accessioned, shelved and cataloged it remains for us only to check our orders, file our cards and get our books into circulation.

The object of this change was, first to do away with unnecessary duplication of work, and secondly to give the branch librarian more time for field work which is much more vital. In some of the fundamental principles a certain amount of uniformity is required, but as the eight branch districts in Pittsburgh are so different and individual, it is the policy of the library to give the branch librarian full power to develop the district as she may see fit, so long as she keeps within her appropriation and the general policy of the library system. She has no limits except the physical ones, the size of her building and staff. She is made to feel that the library board and the librarian particularly are in

sympathy with what she is trying to do, and that she has their hearty coöperation. She becomes a part of the community in which she works, and is vitally interested in all its activities. In this respect a branch library closely resembles a library in a small community.

The Wylie Avenue Branch is situated in the heart of what is known as the "Hill District." At one time this was a very well-to-do part of Pittsburgh with substantial and well built homes, but for the most part this better class of people, the old families and even the lower middle class have left the district, and their places have been taken by foreigners and negroes. The homes were originally built for one or two families, but they have been changed to such an extent that we now find five or six families occupying the same building. Many of the parlors have been turned into storerooms and here we find tailors, grocers, butchers, bakers and toby-makers who make up the trades people of the neighborhood. The entire neighborhood is badly congested, and it is a common occurrence for a family to move five or six times a year in their efforts to find more livable quarters.

The nationalities represented at the branch are American, English, Jewish, Russian, German, Austrian, Italian, Roumanian, Hungarian, French, Negro, Scotch, and Irish. The district is essentially Jewish, but the people are divided into groups of German Jews, Russian Jews and Roumanian Jews, so there is a lack of community life and community interest. Few women among the foreigners use the library. Either they are suspicious of all reading on account of the years of oppression in their native land, or they have very little time from their household drudgery or they do not know how to read. The foreign men seem more anxious to get books in their native languages and read constantly. The library has been working to get a good collection of books in the foreign languages, as they are now looked upon as a means of establishing a home feeling in a new country where the foreigner can be brought into a sympathetic

understanding of our life and institutions. The public school looks after the children of the aliens, but the parents land in America when they are beyond the age of the elementary school and very often the only way they can learn is through unpleasant experiences. Books which tell the parent that it is against the law to send his child to work before he is fourteen, what the taxes are for and where they go, where to get naturalization papers and questions of similar nature save the foreigner a great deal of embarrassment at times and render him a service which he does not soon forget. It is really marvelous how readily the foreigners do assimilate. They are quick to learn and many times their efforts to secure an education after they are advanced in years is pathetic. They want to learn English and will even ask for a copy of the alphabet that they may learn to read and write at home. Primers, first and second readers are in constant demand by the parents, and the library buys all the so-called "Helps to Foreigners" that can be procured.

One of the most important agencies of the district is of course the public school. Regular visits are planned in the fall when the schools are well started to meet the principal and new teachers, to tell them about the library and its catalogs especially The Children's Catalog and Graded List of Books for use in the schools, the picture collection and the books on the Teachers' Reading Circle list. Our plan of coöperation is explained and the teachers are usually most cordial. One of the strongest points that we try to make is to get the teachers to notify us in advance if they are to assign a special topic for composition work or outside reading so that we may have the material looked up before the children come in for it. If the principal is willing, and usually she is most anxious for us to visit the different rooms, we tell the children about the library, how they may get cards to take books home and that the library has many books which their fathers and mothers might like. An announcement is also made at this time of the story hours for the little children

and the older boys and girls. If requested to do so, we tell stories in the different rooms. In my own district we visit the schools only once a year, as each visit brings in such overwhelming results that we cannot take care of all who come. We also feel that we might wear out our welcome if we visited more often. Friendly visits are made at other times, however, to see the work of the school.

An arrangement is also made whenever possible with the two high schools in the district to enable us to have the material looked up and reserved before the demand comes.

A very progressive night school is also conducted in one of our schools, designed especially to meet the needs of foreigners. The enrollment is 1,200 and 29 nationalities are represented. Old men and women, husbands and wives and half-grown children eager to learn take advantage of every opportunity. A great many of the teachers are regular borrowers at the branch and have asked for coöperation with their evening classes. Debates, recitations and questions in civics are looked up for them and a list of good books for foreigners to read after they have reached a certain degree of proficiency in English is about to be prepared.

There are two large and very active social settlements in the districts. Kingsley House conducts many classes in gymnasium work, basketry and bead work, sewing, dressmaking, typewriting and stenography, telegraphy, domestic science, manual training, weaving and dancing and the library is constantly called upon for books along these lines. Just now the residents are making their plans to open their summer home, about twenty miles in the country, where they entertain parties of 250 for two weeks at a time from the poorer districts of the city from June to October, besides many hundreds of visitors who go for one day only. The instructor in manual training is having the boys make kites, stilts and bird houses and such things that will be used in the country, and the library was asked to furnish patterns and designs for this work.

We are also going to furnish a case of books about insects, birds, flowers and trees and a general collection of books for the children and mothers for use during their stay at the summer home.

The other settlement is Jewish entirely and much of the class work is among foreigners who have recently come to the city. The Jewish children are very precocious and much of the work done for them is along the line of debating clubs and literary societies. This settlement has a large reading room for the use of the members, but for the most part the collection consists of books for recreation so that practically all of the reference work for the clubs is done at the branch.

In this connection I may mention a serious defect of the branch library system and that is the lack of a Poole set of magazines kept at the branch. It is out of the question to buy a complete set even were there room at each branch to store it. The borrowers usually want the information right away and are unwilling to pay the car fare necessary to get to the central library, nor do they want to wait until the messenger can bring it. At present we have messenger service three times a week, but we hope some day to have a daily messenger and this will in a way alleviate this difficulty. We have estimated for this for several years, but the final appropriation has not warranted it.

Each of the settlements has one or two friendly visitors and nurses with whom we coöperate. If children come to the library and we think they need attention or medical aid we find out which settlement they attend and ask the nurse of that settlement to look after them. If not a member of either settlement we refer all Jewish cases to one and the rest to the other settlement.

We are occasionally called upon to look after some of the proteges of the Juvenile Court who are released upon probation. They are allowed to come to the library for books and the assistants at the branch make a special effort to see that they get the proper sort of books.

A children's librarian is occasionally sent

down to the Temporary Home for Children to tell stories and the matron has at times brought the children to the regular branch for story hour.

The Boy Scout movement has recently developed in Pittsburgh and within the neighborhood there are several patrols already established. This gives rise to the demand for Boy Scout books and also books on allied subjects such as camp-life, fishing and hunting.

Besides the foreigners in the Hill District there is also a large colored population. Very little is done for them in the city. While the settlements do not actually bar their doors against them the negroes do not feel free to avail themselves of the privileges. The playground of the district admits them because it is more or less a city institution, but they have found that separate classes for them is the best plan.

The library conducts a study club for colored women. The work taken up is literary in character and prominent men and women, both colored and white, have given their services for an evening's entertainment. For the basis of good work the club membership is limited to twenty-five, and all vacancies are filled from a waiting list. The members are the better class negroes, and most of the young women are employed in some kind of work, such as hair-dressing, dressmaking, stenography or general office work. While most of the members come from the district around the branch a few are from the surrounding suburbs. The club is looked upon as one of the social organizations of the city, its meetings are announced from the pulpits, and at the annual open meeting there is usually a very representative negro audience. A list of books of interest to colored people was at one time sent to the local colored newspaper and this list has appeared weekly with the call number of the books. There was also an editorial urging the men and women to become familiar with the books which were to be found in the library.

So far I have spoken only of the work that has been accomplished at the Wylie

Avenue Branch. We feel that very little has been done to advertise the library because we have been handicapped by the size of our building and staff. The greatest problem has been to handle effectively the crowds that come of their own accord, for during the busy months our attendance is often over two thousand a day. We are looking forward to the time when our building can be enlarged, when we can take a more active interest in the district working especially through the toby-factories.

The other branches in the city have worked along different lines. The West End Branch has reached good results through several clubs conducted by the branch. South Side, which is in a great mill district, has found it advisable to open the branch as a social meeting-place for the men, and very crude quarters are provided for them in the basement, where they may smoke if they wish. In the Homewood district the Board of Trade has been very much interested in the branch and its work, and there has been active coöperation with the Homewood Civic Club. The East Liberty Branch has coöperated with the local Board of Trade of that district and one of the strongest allies has been the churches. Mothers' meetings have also been a potent factor.

The problems of the branches are so many and so diversified that once a week the branch librarians meet with the superintendent of adult circulation to talk them over and make such recommendations as seem feasible. This meeting follows the regular weekly book order meeting. Once a month a meeting is held of all leading department assistants who can be spared and still keep the branches running. At this time there are usually one or two speakers from outside the field and one speaker from the library staff who tells of the special work she is trying to do. These meetings are planned to keep the assistants in touch with what is going on in their own library and round about them.

The CHAIRMAN: The subject of branch libraries has been rarely treated in the programs of the Association and is certain-

ly one of the live questions, because I recollect reading, within the last two or three months, such very opposite opinions on the question of the use of our small parks for branches, as that of Chicago, which is enthusiastic over it, and that of Boston, which repudiates it entirely. The Association might well have a most interesting discussion following this paper, yet I feel obliged to remind the Association that they were very dilatory in assembling and there remains no time for such discussion. We are to have the pleasure of hearing an address on "The 'Eternal Or' of the librarian," from Mr. FRANCIS F. BROWNE, editor of "The Dial." I don't think that in an assemblage of librarians it is necessary for the chairman to refer to the position of "The Dial" as a literary paper. I need only recall the remark of a Bostonian of the Bostonians, the late Dr. William Everett, when he suggested that he would consider it a greater honor to write for "The Dial" than for the New York "Nation." More than that cannot be said.

#### THE ETERNAL "OR" OF THE LIBRARIAN

It could hardly be without a savor of presumption that one quite outside the field of practical library work should venture to address a great body of experienced librarians on matters pertaining to any phase of library administration. Something of the disdain with which Othello spoke of one who "never set a squadron in the field, nor the division of a battle knows" might well be aroused among librarians at the pretense of instruction from one whose practical knowledge of library work is almost nil—who never set a book-stack in its place, nor knows the divisions of the Decimal Classification. But as libraries are made of books, and the collecting and dispensing of these is the chief end and aim of the librarian's life, there may be points of interest between him and one whose work, in quite a different way, has been concerned with books,—who, like the librarian, has lived his life among them;



who has written them, edited them, printed them, published them; who, most of all, has been engaged in attempts at estimating them, trying to form a judgment of their rank and value, not only in cold and formal print, but often in a prior stage of their existence, before they were printed, with many aspiring manuscripts that were destined never to be books at all; who has always been glad to praise them when he could, sorry to blame them when he must, and anxious chiefly to arrive as nearly as might be at a just and fair appraisal of their worth. And here, it would seem, might perhaps be found matters of common interest regarding books, and topics bearing upon the work and problems of librarians.

From the title of this paper one may surmise that it refers to what is oftentimes the most vexing problem of the librarian's professional life—the problem of book selection. The problem is ever present and ever pressing. Every new book that is presented or announced flings at them its disturbing challenge. The average library can buy comparatively few of all the books that are offered, and but few of those the librarian would really like to buy. Which shall it be?—This? *or* That? *or* T'Other? Ever the Eternal "*or*," and ever the necessity of choosing. The problem is a doubly complex one, since every choice of a book for purchase involves the rejection of others perhaps equally desirable. This rejection, indeed, is often the most trying part of the affair, since it seems to affix to many excellent books the stamp of the librarian's disapproval. His position is much like that of the boarding-house guest who, when his landlady sounded him as to his preferences with respect to pie—"mince, custard, apple, rhubarb"—appreciatively suggested apple and custard, only to receive the disconcerting rejoinder, "What have you against the rhubarb and the mince?" While the most favored librarian can hardly hope for such prodigality of choice as was available to the pie-eater, who was granted two selections out of every four, yet their defense against the charge of unjust discrimination must be

much the same; they cannot possibly take all the pie or all the books that are offered them. They must weigh, deliberate, and choose. And so to both comes the eternal "*or*," the hard necessity of choosing. And both must choose wisely—the one in peril of his stomach's peace, the other in peril of peace with his Directors, and with the Anxious Reader who is keenly disappointed if he does not find the special book he long has sought and mourns because he finds it not. The librarian might well take to heart a paraphrase of Carlyle's words from Goethe—

Scan all the Book Lists—  
Study their pages  
Of books of all ages—  
Then hear the Voices:  
*Choose well, your choice is*  
*Brief and yet endless.*

Brief indeed is the time for choosing, and endless are its consequences for the good or ill of the library, and possibly of the librarian. A consideration of some of the aids to this choosing process—to answering the challenge of this "Eternal OR"—may justify the few minutes' attention called for by a brief discussion of the subject in some of its more obvious phases.

The problem of book-buying is obviously one of far greater difficulty for a librarian than for a private buyer. Not only is it harder for a conscientious person to spend another's money than to spend his own, but the considerations involved in the selection are vastly more complex. The private buyer, especially one with ample means, may buy what best suits his fancy or his needs, without fear of being called to account by any one; if he makes mistakes, it is his own affair, involving a loss which may be no serious matter to him. Or if his ability to buy books is limited, he simplifies the problem by confining his selections chiefly to his favorite field of study or amusement; and thus his range of choice is comfortably narrowed. But the librarian must not only take the responsibility of making purchases for other people—he must distribute his purchases as judiciously as he can through all realms and provinces of literature.

Not only must his quest extend to the general fields of science, history, or philosophy, where tests of scholarship and knowledge may be more definitely applied and the judgment of experts be available for his guidance, but he must be alive to the claims of special works in the newer and more novel fields of research or speculation where the attempts to keep up with what is really new and vital, while at the same time shunning what is freakish and unworthy, may well bewilder him and make him wish there were no such things as "advanced thought" or any further "extension of the boundaries of knowledge." Biography and memoirs and "light essays" are perhaps less difficult—the name of the subject and of the writer being sufficient for at least a clue to the importance and interest of a book.

It is in the fields of fancy and imagination, however, that the task of selection is undoubtedly hardest—the books which appeal to the larger number of readers, and the ones in which the range in merit from worst to best is greatest. The most difficult problem of all is probably the New Novel. Happy is the librarian who has a real book committee to take or share the responsibility in this field. Without this aid, he must seek light and guidance from whatever source he may. Perhaps he tries—often vainly—to read some of the newer books himself; or a member of the board may be willing to give the library the benefit of his literary zeal and knowledge; or friends of the librarian will report their impressions of a book—sometimes in too diffuse a manner to be of much practical service, sometimes with the cryptic but expressive formula "n. g."—a formula hardly to be commended as a model of literary criticism, but having at least the advantage of definiteness and brevity.

In any event, not even the most catholic-minded and impartial of librarians can succeed in satisfying all classes of readers. Any general approval of his selections he need hardly hope for; expressions of disapproval are much more likely to be heard. The reader of fiction who is impa-

tient for the latest if not the most sensational novel is scornful at seeing good library money spent for "poky old books" on religion and philosophy; while the reader of "solid literature" is pained to see the concessions made to the perverted tastes of readers of "silly novels." All these classes have their rights in the library, and a right to the expression of their opinions. The librarian is a servant of the people, who are really his employers. He is a literary caterer, whose business it is to find out what the public—*his* public—want, and to supply this want, within reasonable limits, to the best of his ability and resources. His business in buying books is to buy the best of those that are offered; not merely those that are best in themselves, or best for him, but those that are best for *his* library and *his* public—those that will give the most satisfaction and the most profit to the community that supports the library and him. This does not mean that he is not to direct readers and raise the standards of taste whenever he can; he should try to lead and guide in the right direction—but he should not be too keen to officiate as guide, nor keep so far ahead as to be out of sight of the procession.

It is time to narrow the discussion to what was intended to be its main topic—the *printed aids* available to the librarian in his task of book selection. In this, as in what has already been said, reference is had chiefly to the average-sized public library, in which the task falls heavily upon the librarian, who must keep its requirements continually before him. And by "him" is of course meant always, and in a large sense, also *her*—the estimable and cultivated woman who has found a useful and honorable place in the ranks of library workers, as her presence adorns and her influence stimulates the national conferences of librarians. These printed aids are so varied and numerous that their very abundance may be an obstacle to their usefulness. They begin to appear before a book is born; they proclaim its advent, they accompany its birth, they attend the various processes of its introduc-

tion to the public and of finding its proper place and rank in the literary world. Sometimes they continue after it is dead; occasionally a belated review appears of a book so long in peaceful desuetude that no one remembers that it ever lived. Librarians must sometimes be wearily amused at reading enthusiastic laudations of "epoch-making" books that have long existed in their consciousness only as unvenerated "plugs."

The multiplicity and variety of these printed aids to book selection, with the difficulty that must be found in trying to keep track of them, suggests the query—if even a query may be ventured by an outsider on so practical a detail of library work and method—the query whether some practicable means might not be found for a more systematic handling of this material; for classifying it, and keeping it in some simple and orderly arrangement. Possibly some such methods are already used by librarians—indeed, I have learned of two or three libraries in which they are used, but for more special purposes; and it may be that a system could be devised more general in character and suited to a larger number of libraries. The details of such a plan would of course have to be carefully worked out, and be matter for study and experiment. For purposes of illustration, it might be supposed that a librarian has a lot of convenient small holders or envelopes—whatever form is simplest and cheapest—each endorsed with the title of a new book, starting with some printed item when it is first announced—when, like a new planet it "swims into his ken." These announcements could be made up, to some extent, from the circulars and advertisements of publishers; but these have the disadvantage of not being at all uniform in style, and they are often indefinite as to the character of a book, and incomplete. Better results would doubtless be had by taking the regular advance announcement lists given by some of the leading literary journals preceding the regular spring and fall publishing seasons. The best of these lists are systematically and accurately prepared, with uniform

style of entry, classification showing kind of book, title, name of author and publisher, illustrations if any, size and price; and as the lists are substantially *complete*, they afford a survey of all the forthcoming American books, and reprints of English books, that are likely to appear between one list and its successor. The cutting of these lists into slips and distributing them into their holders might be the first step toward this "working bibliography," a foundation on which to build. It will probably be objected that such an apparatus would be too complicated and expensive—far beyond the dreams of avarice of the average librarian; but we are not now considering that part of the matter—rather, trying to see what results it might lead to. Into each packet might go, from time to time, items of information as to when the book was to appear; printed items of interest regarding it, or indicating its importance; clippings from the better class of trade lists and bulletins of new books; or any pencilled memoranda that might be worth making and saving. In a word, the packet would become the repository of compact and easily accessible information about that particular book; and it might perhaps contain also more private pencil jottings, such as "Mrs. Jones asks for this," "Dr. Pundit praises this author," "Miss Squeems thinks this is horrid," and similar illuminating intimations for the librarian's quiet hour. The result would be a collection of what might be called *foundation knowledge* about new books, in which each book could be considered by itself, without the confusion of impressions resulting from attempts to use the same material unassorted and in the mass. The librarian and assistants would at least know that a certain book was coming, and in a general way what sort of book it was to be; and the sometimes mortifying effect of the too ingenuous answer to an inquiring reader, "Never heard of it," would largely disappear. New information could be added at any time, and inquiries quickly answered by turning to these Easy Reference Envelopes, which might appropriately be endorsed "Inquire within for what-

ever is now known" about the particular book referred to. After a book was bought, the envelopes, permanently preserved, would show at a glance why the purchase was made, should it be found a questionable one. All this is suggested very tentatively, and with the thought that a consideration of it might possibly lead to the working out of some practicable method for the plan desired—if desired it should prove to be. It might at least be better than carrying about unassorted and unassimilated material in the vest-pockets of men, or the shirt-waists or sleeves or whatever corresponds to pockets in the affairs of women.

Our consideration of the general subject of printed aids to book selection brings us now to the most important part of all, and the most difficult to consider within due limits of time and space. This is the matter embraced under the general term of "Opinions,"—including "book reviewing" or "noticing," "book booming" or "puffing," and other minor categories. Into the great field of literary criticism in general it is not intended here to go. The principles of literary criticism are matters not for a paragraph in a brief address, but for a book or an extended and finished essay; and these are presumably as familiar to librarians as to other classes of cultivated readers. What most concerns the librarian as book-buyer is the practical appraisal of books—something which will aid him most in grappling with the problem of the "Eternal OR" with which this paper was begun. In this appraisal, as practiced in literary journalism, comes first what is known as the "Review," and next what is usually called the "Notice." The terms are rather loosely used; indeed, the one is often only a briefer form of the other. The "Review" is more extended, and goes more deliberately into a description of the book, with a more careful consideration of its merits and defects; the "notice" is usually confined to description mainly—though in cases where approval or condemnation may be safely and unqualifiedly expressed, this is often done tersely and emphatically; and the value of the opinion, unsup-

ported by the citations or evidence that would be expected in a long review, will depend on the character of the journal or of the writer. Librarians of experience and insight learn how to judge literary critics and literary journals, and what weight to give their opinions. The ideal appraisal of a book, for the purposes of a librarian, would be somewhat like the analysis of a chemist, formulated in the verdict, "Here is what you gave me; here is what I find it to contain," signed "Helmholts, Chemist," or "Hazlitt, Literary Appraiser." But such short-cut processes as are possible for insensate matter can hardly be applied to that living thing, that something next to the human soul, a Book. Its qualities are too subtle and refined, its substance too ethereal, to be weighed in any chemist's scales; a higher alchemy and a clearer vision are needed to discern spiritual facts and forces and expound their meaning and effect.

In one respect, it is true, the really authoritative book review should resemble a chemical analysis: it should be the product of an expert, and bear the warrant of his name—the reputable historical scholar for the new book in the field of history, the biologist for new researches into the origin and mystery of life, the geologist for geology, and so on down the list. Of course this method of treating books in the domain of exact knowledge, of science properly so-called, will not apply to books of a very different class—to poetry and fiction and some other categories whose appeal is to the taste and judgment and experience of readers, rather than to exact knowledge or established principles of science. In these cases, so long as taste is something not to be disputed about, opinions must continually differ. The most we can reasonably ask is that criticism in these fields shall represent a taste that is cultivated, and that rests upon such canons of literary art as may fairly be called established. It may also properly be required of all reviews in serious literary journals that they be intelligent and impartial, without predisposition either to praise or blame, but only to be just; they should be instruc-

tive and informing to the reader; they should be interesting, or as interesting as the subject may reasonably allow; they should be appreciative and sympathetic rather than destructive and severe, not savage for the sake of appearing smart. They should above all be *honest*—as free from the suspicion of dishonesty as a librarian must be above the suspicion of stealing the books entrusted to his care. Indeed, the literary editor or reviewer who would praise books dishonestly, for personal gain, is worse than the librarian who would steal them; the latter may cause his library the loss of a single book, while the former may cause a hundred libraries to be loaded with a worthless one. An editor is responsible for the honesty of his reviewers, but not for their opinions when honestly given. He must leave their judgment free and untrammelled; if they prove unworthy of his confidence, he will soon drop them. "Tell us exactly what you think of this book—its merits and defects, and all about it that you think worth while," are the instructions, expressed or understood, sent out with every book that goes to a reviewer from the editor of any literary journal worthy of the name. Even such details as the amount of space to be given a book are left largely to the reviewer, to be decided after examination, according to his judgment of the book's importance. The competent and experienced reviewer will rightly expect reasonable latitude in such matters; and he will rightly expect also freedom from editorial interference with his opinions and conclusions. With this freedom and confidence goes also the assumption of the good faith and fairness of the reviewer. He must write with a full sense of his responsibility; he must not say things he is not prepared to stand by; and he must be personally disinterested. Reviewers who, whatever their other qualifications, make their reviews occasions for "log-rolling" for friends or "getting even" with enemies quickly find themselves undesired by the discerning editor. This matter of honesty is not only one of conscience—it is essential to the very existence of a literary jour-

nal on any high and worthy plane. The whole success of such a journal is based on its reputation for honesty and fairness; its obligation is always to its readers, and its chief value is given by the hold it has on their esteem. A journal with influence and standing in the literary world could find no shorter road to suicide than by forfeiting the confidence of its readers by sordid methods and unworthy aims. It is sometimes fancied that advertisers—publishers of books—exert a pressure upon literary journals adverse to their literary independence. This would mean that the publishers—who are usually intelligent men—would try to destroy the one thing that gives a journal influence with its readers and its chief value for their advertisements; and publishers worthy of the name have not only too much self-respect and decency, but too much shrewdness for such a course. The hold a journal has on its readers is the very cause of their advertising in its columns; otherwise they would do their advertising in papers of a different class but of far greater circulation.

The misconceptions that sometimes prevail regarding the relations between book publishers and literary journals are not only unfounded, but do great injustice to a high-minded and honorable class of business men. The notion that publishers disperse advertisements to literary journals in consideration of their books being praised in their columns is too absurd to be treated seriously. If it be permissible to illustrate by personal evidence, it might be added that in an experience of thirty years in the conduct of a literary journal I do not recall an instance of an attempt to exercise an unworthy influence upon the review of a book by considerations of advertising patronage, from a house of established high standing in the publishing world. From houses of a different class, such attempts have sometimes been made, one of which may be permitted to enliven this discussion. A review of a certain book—a very favorable one, as it happened—had been put in type and was awaiting publication, when a communica-

tion was received from the publishers of the book, enclosing a generous advertisement of it, to be published on condition that a "favorable review" of the book be given in the same issue. The only result was that the proof of the review was quickly cancelled, and it never saw the light of print. Aside from this misconception of the relations between book publishers and critical journals, the notions referred to involve a conception of the relations between editor and reviewer which is, to say the least, *naïve*. These reviewers are scholars, often university professors, scattered throughout the country from the Atlantic to the Pacific; and they neither know nor care whether the book they are reviewing ever has been or ever will be advertised in the journal for which they write. They have no more to do with the advertising columns of a journal because they write for it than librarians have because they subscribe for it.

Some interesting comments have lately been made by a competent observer (Miss Helen E. Haines) on the decline of book-reviewing in this country. If by this term is meant the old-fashioned literary essay with some notable book serving as a text—the method used so cleverly by Macaulay and Jeffrey in England, and by Ripley and Whipple and Lowell here—the statement is doubtless true. One explanation may probably be found in the decline of the literary essay; another in the immense increase in book-production, and in the demand of the book-reading public, not so much for elaborate essays on a few books as for information and appraisals on a large number of them. It is obviously impossible for any literary journal to give extended reviews of all the books that might be thought deserving of such treatment; their number is far too great. In spite of the comparatively small number of extended critical reviews now published, there probably never was a time when so much attention was given to books by the newspapers as now. Twenty years ago, the "literary department" or "supplement" was a feature of but a few of the larger dailies; now most dailies in the larger cit-

ies make at least a pretense to a "literary supplement" which, while often having no great literary importance, at least attests the increasing volume of new books and the growth of interest in them. Authoritative critical opinions are not usually looked for from such sources; but they may perform a certain service in the diffusion of literary news to the general public.

Mention of the literary features of the daily press brings us back to the librarian's needs in the appraisal of books, and to the scheme of "Easy Reference Envelopes" suggested for his assistance—or his distraction, as the fact might prove. We left him at the point where he had accumulated classified items of information about new or forthcoming books; and in some cases his order lists would now contain entries made up from these details, of books approved for purchase. But the most important part of his printed aids is yet to reach him—the printed opinions whose character and varieties have led to a somewhat wandering survey of their quality and modes. The items and quotations sent by publishers would now begin to come in, with the short notices and references by the daily press; the clippings would increase rapidly, to be sorted and placed in their appropriate envelopes, ready to receive them. Then would come the more extended and searching reviews, and the longer and better notices. When these were too bulky to go into the envelopes, or the journals containing them could not be cut into, short extracts could be copied on slips of paper giving the gist of opinions from the more authoritative sources. Some important aids would come later—such as the practical if necessarily belated "A. L. A. Lists," the "Book Review Digest," and others whose handy use is known to all librarians.

The suggestion of a possible method for handling material regarding new books is of course but an incident—a by-product, as it were—in the discussion of the main topic of the nature and value of printed aids to the librarian in his task of book-selection. How best to use these aids must be a not unimportant problem in li-

brary administration. The objections to such a plan as has been outlined are obvious: the hard-working librarian and his staff might well complain of this additional burden; they already have more work than they can keep up with, and have little time or strength for new and untried things while they are well-nigh submerged with the old ones.

"Like children bathing on the shore,  
Buried a wave beneath,  
The second wave succeeds before  
They have had time to breathe."

But, still, "their fate is the common fate of all"; in an age of stress and hurry, librarians, like other busy people, must feel the strain. Many things must be neglected—short-cuts are inevitable. Whether what has been suggested, or something that might be worked out from the first rude outline, might prove a short-cut and an aid in an important branch of library work, may possibly be worth considering. Next to solving problems, perhaps the most useful thing we can do is to state or re-state them. There is no ready solution of all the problems of books, or of other problems; and to the librarian, as to other mortals, life will doubtless continue to present itself largely in terms of an "Eternal OR."

The CHAIRMAN: On behalf of the Association, Mr. Browne, I thank you for your very interesting and suggestive address. Ladies and gentlemen, I said suggestive because I do think that while Mr. Browne has noted the difficulty of our taking more work on ourselves, yet we ought to have in mind the possibilities of doing exactly such work as he has outlined, through our central organization. You see, I am like Cato, though instead of saying on all occasions, "Carthage must be destroyed," I say, "Headquarters must be enlarged."

I will call on Mr. J. T. JENNINGS, of the Seattle public library, to speak to us on the subject

#### MUNICIPAL CIVIL SERVICE AS AFFECTING LIBRARIES

In searching for the beginnings of civil service reform or the application of the

merit system, we find that while the majority of the appointments to the civil service in the British Empire previous to 1855 were made by nomination, still in some of the government departments in England examinations as a test for appointment had been in use since 1834. By 1870 the principle of open competition had been established there as a general rule.

It was the intention of the founders of the American government that the tenure of office in the government employ should be permanent or at least during good behaviour, and this laudable idea was rigidly adhered to during the first forty years in the life of the Republic. In 1820, however, Congress passed what was called the "Four years' tenure of office" act, which opened the doors of the service to all the evils of the spoils system. This act was suggested by an appointing officer, who wished to use the power it gave in order to secure his own nomination for the presidency, and was passed without debate and apparently without any conception of its effect. The theory that "to the victor belong the spoils" was not actually applied, however, until 1829, or nine years after the passage of the act. In 1836 the four-year rule was further extended to include postmasters, and it rapidly became the practice to regard public office not as an agency for the transaction of public business, but as a tremendous political power or piece of party machinery. These corrupting influences steadily increased and developed a system of spoils and corruption that culminated in the assassination of a president. The death of Garfield at the hands of a disgruntled office-seeker undoubtedly gave a great impetus to the civil service reform movement. The spoils system had previously been vigorously opposed in the Senate by such men as Clay, Webster, and Calhoun, but the fight was long and hard and the sentiment in favor of reform gathered force slowly. In 1867 Thomas A. Jenckes of Rhode Island made a report to the House of Representatives recommending the establishment of a merit system. This report was submitted again in 1868. In 1871 a clause in the general appropriation

bill authorized the President to appoint a commission to prescribe rules for admission to the civil service. Under this authority, President Grant named the first civil service commission, but this first movement was entirely suspended in 1875. Two years later, in 1877, the Civil Service Reform League was organized and this league gave valuable help in bringing about the reform. The movement was also ably supported by George William Curtis and other men of great prominence in public life. "Every four years," said Mr. Curtis, "the whole machinery of the government is pulled to pieces. The country presents a most ridiculous, revolting, and disheartening spectacle. The business of the nation, the legislation of Congress, are subordinated to distributing the plunder among eager partisans."

The real beginning of civil service in this country was made in 1883 when Congress passed the Pendleton act for the remedy of the abuse known as the spoils system. This act empowered the President to determine from time to time by executive order what classes of the public service should come under the civil service law. The national civil service at first covered only 14,000 positions, but its scope has been extended by each succeeding president until it includes at the present time about 240,000 positions or 60 per cent of the total number of government employees. The inauguration of the system at Washington has been followed by its adoption in six of the states and in about 100 cities, and also in Cuba, Porto Rico, and the Philippines.

Unlike many of the other prominent reform movements, such as woman suffrage, prohibition, popular election of senators, and uniform divorce laws, the civil service reform movement has steadily gained headway and has at all times had popular support. A somewhat significant indication of this public support is the fact that what was formerly known as "civil service reform" has popularly come to be known by the shorter name of "civil service." The present sentiment in regard to the movement is well stated by the Board of Free-

holders of Kansas City in the following words: "Any city in the present state of municipal advancement and progress which has no provision for civil service is as much behind the times as a city without electric lights, telephones, or street cars." The commission form of government now being adopted by so many cities usually provides for the selection of employees by a civil service system, and there is little doubt that the popular support given to civil service reform will cause it to be adopted sooner or later for all municipalities.

In view of these facts it is time that we as librarians and as the American library association should pause to consider the advantages and disadvantages of civil service especially as applied to libraries. Is it desirable that assistants in our city libraries should be selected by municipal civil service commissions? Or to state the question in a broader way, what is the best and safest method of selecting library workers? Is there any better plan than that of selection by the civil service commission? One obvious method of approaching the problem would be to ask: To what extent has municipal civil service been applied to public libraries? And with what result? Are public libraries under civil service better or worse than libraries not under civil service? Some two years ago when investigating this question in connection with the Seattle public library, which was at that time operating under a civil service law, we sent to 53 different libraries one of those ponderous communications so heartily welcomed by the busy librarian, a questionnaire. The 53 libraries to which this list of 25 questions was sent included all in cities of over 100,000 population, as well as all that we knew to be under municipal civil service, and a few smaller libraries because of their reputation for good management or because they were near Seattle. The answers sent us in reply to the questionnaire showed that of the 53 public libraries only nine were controlled by municipal civil service, 8 of the 9 reported unsatisfactory results, although only 4 of the 9



were under as rigid restrictions as the Seattle public library then was. None of these nine civil service libraries took high rank among libraries. The nine were: Duluth, Chicago, Milwaukee, Los Angeles, Seattle, Everett, New Haven, Syracuse, New Orleans. Perhaps I may be pardoned for mentioning the names since Seattle is included in the list.

The general conclusions that may be reached, then, from this investigation are that civil service has been applied to comparatively few of our public libraries, only about 17 per cent, and in these it has not been a success. The statement has just been made that eight of the nine libraries having civil service reported dissatisfaction with the plan. I might add that a short time after making this investigation, it was my privilege to visit the ninth library—the one that had no complaint to offer when replying to our questionnaire. The assistant who showed me about had been employed there 17 years and he explained to me that the service in the library was much inferior in character and spirit since the installation of civil service. Several of the nine libraries mentioned were hoping to substitute internal for municipal civil service. The Brooklyn public library and the Queens Borough public library, two strong institutions, had already made this change, and with great joy I may add that Seattle has since followed suit. So that in Seattle we no longer have to say, "We are nine," but rather, "They are eight."

A second method of approaching this question might well be the reverse of the above, that is, of the 53 cities investigated, how many have municipal civil service systems and of these how many exempt the public library from the control of such system. We find that 28 of the 53 cities have civil service commissions and that in 19 of these 28 the library is exempt. In many of these 19 cities, notably Pittsburgh and Buffalo, the libraries take high rank. From this point of approach, then, we learn that the majority of civil service cities have considered it advisable to exempt the public library and that the results seem to justify the exemption. The most notable

exemption in this country is the Library of Congress. While civil service is in force in most of the departments at Washington, it is not applied to the Library of Congress. The Librarian of Congress has the authority to select and employ the best available assistants without examination. The question of placing the Library of Congress under national civil service was discussed at great length by a congressional committee in 1897 when that library was thoroughly reorganized and placed in its new building. Several prominent librarians were called to testify before this committee. It was finally decided to leave the power of appointment in the hands of the Librarian without civil service restrictions. The wisdom of that decision has since been amply justified. It would be hard to find to-day a better managed library or a more efficient staff. A few extracts from the evidence given at this investigation are worth quoting.

Mr. Spofford, Librarian of Congress, testified: "I think that the librarian who is responsible for the results in so great and useful an institution should have the selection of the means of accomplishing those results."

Melvil Dewey, state librarian of New York: "The head of the library should have power to dispense with the services of any one found incompetent for his place and of the people who become mere machines and do their work perfunctorily, only to get out as soon as their hours are over."

Representative Quigg asked Mr. Herbert Putnam, then librarian at Boston: "Should you be willing to have the selection of your employees so far taken out of your hands that you were compelled to choose from a list of two or three alleged-to-be-qualified persons, which list was submitted to you by a board of examiners over which you had no authority?"

Mr. Putnam: "I should be willing only in place of worse evils, if I saw those to exist; I mean greater embarrassments. . . . It is much easier to test technical library training, library science, than it is to test persons of administrative ability. . . . I

should say that if the Librarian of Congress is absolutely free from political control in the selection of his men, if he will not have to recommend persons who are forced upon him, then it is safe to leave it to him. . . . I believe that librarians in general if they have the responsibility vested in them . . . will not misuse their authority. . . .

"I believe so much in the centering of responsibility and I deem it of so much advantage that the men that are finally responsible should choose their subordinates that I would not altogether favor a civil service in the selection of the employees in the Congressional library."

Mr. Fletcher, librarian of Amherst College, testified: "I am not prepared to recommend a system by which any library is brought under any sort of supervision from outside parties."

Mr. Harris, Commissioner of Education, testified in favor of "efficient clerks, such as library schools furnish, because they can do more work in a day each than six unskilled persons can do." It seems quite evident that Mr. Harris had tried both kinds.

Mr. Putnam was afterwards appointed Librarian of Congress and had an opportunity to put his theories into practice. After nine years' experience, he wrote in answer to our questions: "During the past nine years, political influence has not impaired the efficiency of appointments to the Library of Congress, although this was not protected by the civil service system. That it has not done so is due in part to patient representation and consistent action by the librarian, but also to the fundamental desire of Congress as a whole to promote efficiency in the service. . . .

"Applicants quite commonly write to senators or representatives asking their influence or recommendations, and communications are frequently received from senators and representatives. They are treated as introductions, but see paragraph in red at the head of the application form."

The paragraph which is printed in red at the head of this form reads as follows: "In view of these requirements, any recommendations or 'endorsements' of a politi-

cal nature are not merely unnecessary but a disadvantage to the applicant as suggesting considerations in the appointment not recognized by law."

He also adds: "The decision of the librarian in dismissal as in appointment is final."

In the scheme of library service adopted by the library board after the Seattle library became exempt is the following sentence: "Appointments to positions in the library service will, so far as possible, be based on merit only, and recommendations from members of the board of trustees or the use of influence or pressure of any kind to secure an appointment will be considered prejudicial to the interests of the candidate." The scheme of library service, including this sentence, was unanimously adopted by the board.

Another important instance of the exemption of libraries is the new civil service law in the state of Wisconsin. This law was adopted in 1905 and is considered by experts as one of the best and most scientific codes. As stated in the Canadian Magazine for April, 1906—"There are necessarily certain persons exempt from the control of the Wisconsin civil service commission. These comprise chiefly those selected by the people, all professors, teachers and librarians, and heads of the state reformatory, charitable and penal institutions."

So far as I have been able to ascertain the British Museum is not under civil service, although it is practically a department of the government and appointments to positions in the English government departments are usually controlled by civil service examinations.

If now we approach this question from still another viewpoint and compare the library with other similar institutions, we find that the public library is most often classed with the public school as an educational institution. Every succeeding number of the periodical "Public libraries" reminds us that the public library is an integral part of public education. The justification for the support of libraries by public tax is chiefly on the ground that they

are educational institutions. To what extent, then, we may ask, are teachers selected by municipal civil service commissions? I have been unable to discover any city in the United States where teachers are chosen in that way. In investigating this subject we discovered a draft of a model civil service law for cities, prepared by Elliot H. Goodwin, secretary of the National civil service reform league, and in this law superintendents, principals, and teachers in the school system of the city are placed in the unclassified or exempt class. This is strong testimony in view of the fact that the civil service reform league is composed of civil service enthusiasts and is usually exerting its efforts to extend the scope of the system.

It is thought that character and personality are such important qualifications for successful teachers that they could not be well chosen by competitive examination. Also that the schools are so closely in touch with the people that there is little danger of their coming under political control, and further that the schools are under the control of non-partisan boards of trustees, and therefore not in the same danger as the single headed city department.

Every one of these reasons for exempting schools applies with equal force to libraries. It is true that every teacher is required to hold a state certificate and that this certificate is secured by passing an examination, but it is a qualifying, not a competitive, examination and the plan is entirely different from civil service.

The advantages claimed for civil service are: That it prevents appointments through political influence; that it selects for each position the best qualified candidate; that it promotes continuity of service by protecting employees from removal when the administration changes, or for insufficient reasons; that it is democratic, the opportunity for appointment being open to every citizen; and finally that it saves the time of the appointing officer.

On close examination or in actual practice many of these claims appear to be not well founded. It does, in the majority of cases, eliminate politics. This is the main

purpose of civil service, and the strongest argument in its favor. If your library is under political control and there is no other way out, by all means take the civil service route, as it is undoubtedly better than the political road.

There is no question but that the operation of the civil service law has greatly improved the conditions in the government departments at Washington and elsewhere for such positions as could be fairly well filled by competitive examination and where the only alternative was the spoils system. It has produced greater economy and efficiency. Many unnecessary positions have been abolished. Stability has been secured in the service. Superfluous positions are no longer desired since it is impossible to give such places to favorites. Employees are no longer required to contribute to campaign funds. It is claimed that a saving of from 10 per cent to 20 per cent in salaries has resulted.

For these reasons the civil service commissions and the advocates of civil service are always trying to extend the scope of its application and are constantly on the defensive to prove that it may be successfully applied even to positions requiring expert, or technical, or confidential service. By executive order in 1909 the President extended the service to include the lower grades in the diplomatic service. By another order in 1908 over 15,000 4th class postmasters were placed in the competitive class. Chemists in the government service are now selected by civil service examinations. The additional clerical force for the 13th census was so chosen. In 1910 assistant postmasters and clerks in first and second class postoffices were included.

In New York Mayor Gaynor has decided in favor of placing the selection of probation officers in the hands of the civil service commission. They were formerly appointed by a board of judges. This change has also been made in Buffalo in spite of the fact that many students of probation claim that the character of the work of probation officers demands peculiar personal qualifications that cannot be brought out in a competitive examination.

The civil service commissions and advocates are also constantly making and urging changes in the rules to overcome the difficulties heretofore supposed to be inherent in the system. One of the most important changes was that made last year in Chicago where the rules were so amended as to provide for efficiency tests and records kept up to date in the office of the civil service commission for all civil service employees.

The New York City scheme also provides for such efficiency records, but they are made by and kept in the department and submitted to the civil service commission only at annual periods. They apparently are not so thorough, nor are the results so rigorously applied as in the Chicago plan.

Civil service rules have been confined heretofore to appointments and removals only, and paid no attention to the employee during his term of service. These new efficiency records, if widely applied, will probably have an important effect. In Chicago they are to form the basis for adjustment of salaries and for promotions or reductions in rank, as well as for removals. If applied to libraries this might have the obvious advantage of relieving the librarian of embarrassment, since promotions, removals, reductions in rank, and salary would be based on the candidate's own record, as shown by his efficiency card, and not on what he probably would regard as the bad judgment or personal enmity of the librarian. Most librarians, however, would prefer to submit to the embarrassment rather than have such important matters taken out of their hands.

Another change now being made is designed to overcome the objection that an examination is no test of personality. This is supposed to be accomplished by an oral test in addition to the written examination. In spite, however, of these extensions in the service and improvements in the rules, we find that civil service is admitted even by its advocates to be not ideal but merely better than the spoils system. Senator Lodge, who is an ardent advocate of civil service, made the following admission on the floor of the Senate:

"Nor do I undertake to defend the merit system as an ideal or as an absolutely perfect system. Very few things of human manufacture are perfect, certainly civil service is not. The real proposition is that it is better than the patronage system. If the head of a department could select his own subordinates there would be no need of competitive examinations, or of an artificial system to select them for him. He would certainly select good assistants, for his own credit and reputation would be bound up in the success of his administration. But when they are forced upon him from outside then we have the injurious condition of one set of persons selecting subordinates and another being responsible for their work."

C. D. Willard writing on civil service in the Outlook says: "The drawbacks of the civil service reform methods are those that arise inevitably out of the effort to apply any general system—necessarily more or less rigid—to so complicated a proposition as that of securing hundreds of helpers in a great variety of lines of work. The commission and their examining force unfortunately are not inspired and they sometimes make mistakes. Excellent men fail to pass examinations and those of mediocre ability manage to pull through. Heads of departments are often cursed with men who are too good to throw out and not good enough to keep. Worse than all else the commissioners themselves are now and then accused of playing politics, and in some cases the accusation has been true."

It may be well at this point to outline some of the chief objections to civil service as applied to libraries. First among these I should place the fact that the examination is not a satisfactory test. Many people can give good accounts of themselves in such tests but afterwards prove to be very poor and inefficient assistants. On the other hand many industrious and reliable employees are very much at a loss when they try to write or tell of their work. A written examination does not touch the qualifications of character, personality, industry, gumption, integrity and tact; such considerations are of vital importance for any educational work, and if they are lacking,

the work must be, to a great extent, a failure.

Under the civil service system the appointing officer is often required to appoint candidates against his better judgment, simply because they are on the civil service eligible list. Mr. Frank Vrooman writing on this subject in the *Arena* says: "While possibly the best test in sight, the competitive examination is an overworked idol. It is only better than the irresponsible power of partisan appointment to which no one but a spollsmen would return. The competitive examination is a register of too much of the memorizer and too little of the man. No one who has ever seen advanced standing given in college not to the ablest men but to the men with the most fatal facility for chattering their "Polly wants a cracker" forwards and backwards and sideways, can fail to see one of the pitfalls of the competitive examination system.

"Almost nothing of the educational side of competitive examination counts for standing but the fact that the candidate remembers so much of what he has been taught. It registers almost nothing of the ability to think, to act to do; only to remember."

As Ex-governor Black of New York pointed out: "Experience, character, tact, and even muscle may be of more importance in some cases than the fraction of a per cent in an examination."

A second objection is the geographical limitation which forms a part of most civil service systems, and which requires that candidates for examination shall be residents of the city, or the state, or the nation, as the case may be. The absurdity of this limitation ought to be apparent at a glance. Under such rules a government department at Washington may select from the entire country, a state department from the state only, and a city department from the residents of its own city. The state department is at a disadvantage since it cannot compete with a government department for good assistants unless they happen to reside in that particular state, while the city is hopeless handicapped when it wishes to

fill positions for which special training is required, and for which the number of desirable candidates is very limited. This residence rule is probably more burdensome to a library than to any other city department because of the limited number of trained or experienced library workers. There is ordinarily only one library in each city and that library usually has already on its staff those residents who are experienced in library work and who want positions. The number of library schools is also limited as compared to the number of other special schools. If the city wishes to employ an engineer, or a clerk, or a policeman, or a fireman, or an architect, there are plenty to choose from right in their own town. This is not true of the library. To be sure the civil service regulations permit the commission to waive the residence rule when in their judgment it is necessary. We had illustrations in Seattle of the fickleness of their judgment in this connection. How can they be expected to have judgment in such a matter? When asked to waive the rule for four positions, they granted it in two cases and declined in the other two. Of the two requests that were refused, one was to fill a vacancy, for which they had at a previous time waived the residence rule; the other position was that of confidential secretary, the kind of position for which commissions usually waive, not only residence qualifications but examination as well.

But suppose the rule is waived, what happens? The imported assistant is required to pass the examination after she arrives, sometimes after working for six months. If for any reason she fails to pass it, or is beaten by some other unexpected candidate, who happens to be more glib at written examinations, then she loses her position. Having persuaded her to give up a position elsewhere, the librarian is now under moral obligation to take care of such an assistant and to find work for her elsewhere. Under such conditions, I need hardly tell you it is difficult to persuade good candidates to relinquish positions elsewhere to come to your library and take chances.

To my mind this residence restriction is only another kind of spoils system. In this rule the citizen practically says, "We pay the salaries, we ought to get the jobs." Like many other phases of civil service, especially the restrictions on removal, its real result is the protection of the employee, not the improvement of the service.

A third difficulty, and perhaps a more serious one, is the impossibility of removing an employee except for charges of the most flagrant nature. When the assistant is removed, charges in writing must be filed with the civil service commission. The discharged employee then has the right of appealing within ten days. A trial is then held at which the librarian and members of the library board and library staff must appear as witnesses. The evidence is usually held and judged by men who know little or nothing about library work and to whom the finer qualities of character and personality, that count for success in library work, have little or no weight.

If an appeal is sustained the employee is reinstated, and the last condition of that library is worse than the first. No librarian can afford to take such chances. No self-respecting man wishes to prefer charges or give testimony against a woman in such a trial. The scandal and newspaper notoriety in such a proceeding will injure the library as an institution.

Except for this right of appeal it would be possible for the librarian to remove incompetent or undesirable assistants quietly and without upsetting the whole library and the whole staff. Under civil service, employees know that their positions are practically safe, and that fact alone, in many cases, destroys efficiency and promotes laziness and insubordination. In my opinion, it is poor business judgment to place a man in charge of a number of employees and expect to hold him responsible for results unless these employees are strictly accountable to him, not only for their work, but for their tenure of office. This point can be appreciated fully only by those who have actually had the direction and control of a large force of people. Re-

sponsibility and authority go hand in hand and without one it is useless to expect the other. If given this authority, his administration fails, the place to begin correction is at the top and not at the bottom, as civil service tries to do.

The fourth objection is that the system wastes time through an unlimited amount of correspondence and interchange of blanks and "red tape" with the civil service commission. While we are manipulating the machinery it frequently happens that some other library not handicapped by civil service secures the good assistant whom we were trying to engage.

The general conclusions that were derived from our study of this subject of civil service show that it has been applied to but few libraries, and in these libraries it has not been a success. The consensus of opinion is in favor of exempting libraries from civil service control, since there is just as much reason for the exemption of libraries as for the exemption of schools.

The problem before us, as librarians, is the selection of the best persons to carry on the work of the library. The librarian should have more to say about this than any one else, since it is the most important duty he has to perform. If he is to be responsible for the success of the library he should have authority here, as the institution may succeed or fail according to the judgment shown in appointments.

The establishment of several good library schools during the last 20 years has developed a corps of trained library workers, entirely removed from politics, that is helping rapidly to improve the library service of the country. If your library is to keep pace with those in other cities you must be able to compete with them in the open market for the best training your salaries will secure.

The CHAIRMAN: Ladies and gentlemen, we had hoped to supplement Mr. Jennings' very instructive and very profitable exposition of the situation with some examples of experience from those who have been through the trials, and also I had hoped to call on Mr. Legier for some statement as to the way in which those clauses which make

for the objections stated might be modified. The objections Mr. Jennings stated are those of method, rather than those of principles. For instance, I suppose a good many of you know that Mr. Legler himself is under civil service rules; that the Civil Service Commission of Chicago does not determine individual cases, but states that certain positions are not subject to the residence rule, that ruling holding for all time. I had the honor to serve the city in its selection of its librarian. I hope you will agree with me in thinking that I did not fail in my duty in the selection which was made. Now, that selection was made under the civil service rule, unabridged and directly administered. I am not speaking so particularly of the examiners as I am of the board which laid down the conditions. They did allow us to give 50 per cent weight to the experience and arm to arm knowledge of the personality of the man. Without such a condition as that, we would have been unable to take the man whom we thought would succeed, and, I am glad to say, is succeeding. I had hoped to have Mr. Legler speak on the efficiency of the system as it exists in the city of Chicago, and also Miss Hume has prepared for us some of her experiences, but our time is now up and we must adjourn.

(The following paper was prepared by Miss JESSIE F. HUME for this session, but was not read for lack of time.)

#### HUMORS AND HORRORS OF MUNICIPAL CIVIL SERVICE

Had I the making of the title of this discussion, the humor would have been left out, as there is no humor at the time in the activities of the municipal civil service commission. Afterwards perhaps, one sees a gleam here and there.

The initiative action of the municipal civil service commission is insidious. It is only later when struggling in the grasp of the octopus, that one realizes its power. We were required to send our pay roll for approval and did so. From that moment no change could be made in it without the approval of the commission, and of the board of estimate and apportionment, both

of them bodies slow in movement and hard to convince when an expenditure of money is under consideration. Moreover, we found out all the restrictions through experience, by the breaking of them and consequent friction and delay.

Increases in salary were voted by our library board, entered on pay roll and forwarded. Increases in salary were deducted. Upon inquiry we were directed to obtain the approval of the board of estimate and apportionment. They were notified, our letters were laid on the table or never taken up at all. Increases made in the salary of two of the highest employees in the library were thus refused or delayed for more than two years, and were finally obtained only by the appearance before a committee of the board of estimate and apportionment of a representative of the library who convinced them of the propriety thereof. This resulted in the resignation of some of our most efficient librarians who asked for and deserved increases, over which the various boards and committees delayed so long that resignations were filed. So the staff was depleted of its best equipped members.

As to the filling of vacancies, this had to be done under set rules, fearfully and wonderfully made, obtaining an eligible list of not more than three names, and offering the position to each one of the three, selecting one. It commonly happened that all declined, usually on account of distance, and the whole process had to begin again. Thus it took two months to obtain a janitor for a Carnegie branch library. Three men were written to and all came. The first could speak no English at all, he came with an Italian interpreter, and as it was manifestly impossible to engage the interpreter also, he was not considered. The next man had no fingers, but said he could do all that need be done. The third was an old German, introduced by Mr. Blank, the ward leader, as he told me twice over. The old man was irascible, stupid, and scarcely knew a dozen words of English. The ward leader was inclined to be masterful, but after a contemplative look at the old man, he

broke down, laughed and left, saying he had to bring him, it was expected of him, and we parted on friendly terms,—very necessary under civil service rules.

When we were first marshaled in the ranks of the civil service commission, they called a general examination, and our librarians were notified. One of them came to my office, a high school graduate, doing well in a subordinate position. She had a madonna face with great blue eyes. She assured me with tears standing in them that she could not undergo an examination, and would have to resign unless she was excused, and held to her resolution until I chanced to say that the civil service commission required the examination. Then a gleam of angelic joy crossed her features and she said in a low, confidential, happy voice, "Oh! is it a civil service examination? Then Papa'll fix it." And Papa did, and later when promotion was in question, Papa "fixed it" again, and others papas did likewise, and the eligible list was a most remarkable thing.

On the eligible list for assistant librarian, a grade higher than chief of department, we had people who commonly used such expressions as "I done it" and "I seen it," and "Them's the ones." There was only one course to pursue, we refrained from appointing to any but the lowest grades, and for a time and quite a long time, the library was conducted without the higher grade people needed for the proper development of the library.

Then as to education—after our release, our board held a general examination for regrading, assuring the staff that none would be dismissed nor any salary reduced. Some forty or fifty candidates responded. I corrected the papers and as I read I was aghast, then wholly discouraged, till I passed the critical stage and became simply the looker on, whereupon I perceived through the meaningless verbiage, the throes of drowning ignorance, the master strokes of mother wit, and the engaging boldness of young America. They classed themselves into groups, the wily diplomat, whose answer would be partly

right in any case; the boldly ignorant, who took chances gally; the fine imaginative; the common sense girl; and in a great majority, those of obscure mind; all full of human nature.

The questions were the usual ones, on natural phenomena, on noted people, on terms of expression, historical, et cetera. I give a few examples of replies, all verbatim.

#### Diplomatic.

The Renaissance was a period in French history when the kings and queens were of a certain type.

Ocean currents are caused by the water changing all the time. (How undeniable!)

Trade winds were winds which start around the Gulf of Mexico and come west as far as the Pacific Ocean and go back again, and if a captain on a boat is caught in those trade winds, why, he wouldn't keep sailing, he would dock the boat right away and wait until they calmed down.

Auto-suggestion deals with automobiles. Would be on explaining the mechanism and the working of the mechanics.

Evolution. The general changes which take place the world over as time goes on.

New York City churches. They are needed in this wide world. They do some good.

#### Guesses.

Out-door relief means that when one goes out of doors they find relief from the work inside.

Mirage is caused by the meeting of heavenly bodies after a storm. (One of our trustees suggested that it must have been a brain storm.)

Mirage. The cause of a mirage is the action of the wind and heat upon the naked eye.

Balance of trade. When persons trade they trade equally, that is, both get trade alike or their trade balances.

Balance of trade is if a man is failing very badly in business and he is loosing (sic) his customers the remainder of his customers would be called balance of trade.

Watered Stock comes from other countries, and has to cross the ocean.



Watered stock are fowls, such as ducks and geese.

And one girl, led away by the liquid syllables wrote boldly that "Savonarola was noted for her beauty."

**Library Economy.**

**Psychology.** The language of the soul. Two books on the subject are *The spirit in prison*, by Robert Hichens, *Science and health*, by Mary Baker Eddy.

A classic is something select, good English, and good form, not too thrilling.

I would look in the catalog for the wives of Henry VIII. under Polygamy.

For the average boy who is anxious to educate himself after he leaves high school, or for one who would bother himself to ask conscientiously for a course of reading, I would suggest first, an excellent dictionary, one of the modern encyclopedias and the Bible.

When a book is to (sic) bad for mending and to good to throw away, it is sent to the binder.

**Obscure.**

**Invincible Armada.** A Spanish vessel, made in the shape of a half moon, to stand the siege of any country, finally captured by the British.

**Renaissance** is a country in Italy, and it is noted for those fine laces which are sent to this country.

**Earthquakes** are caused by overpressure of heat and gas in the earth, and it has to come forth some way. In this state the earth cracks in the form of earthquakes.

**Marshall Ney** is known for his wit and humor.

**Taking of Moscow.** I know that Cromwell was prominent in this event.

**Holy Roman Empire** was that part of Europe governed by Augustus, the Holy Roman Emperor.

But not all the civil service candidates are impossible. Here are some definitions from a mind of different type.

**St. Helena.** The little island in the Atlantic where Napoleon I. ingloriously ended his glorious career.

**Hendrick Hudson.** A Dutchman of the 16th century who discovered and sailed up

the waters of our beautiful river named Hudson in his honor.

**Joan of Arc.** The mystic and girlish leader of the French in the time of Charles VII.

**Holy Roman Empire** was the empire established by Charlemagne, including all of Europe nearly, and never really holy.

The exception proves the rule, and the clear and limpid mind which expresses itself thus is a lone star in the sky of the municipal civil service eligible lists, revealing the void in which it shines.

Mr. HILL: I don't like to leave this hall without saying that I believe in civil service, that is, civil service within the library itself. I believe that such civil service is the very best thing for a library. In Brooklyn promotions are made under this system and I am sure from the experience we have had in ten years in the Brooklyn public library that such civil service as obtains there does not lead to inefficiency, but on the other hand keeps every member of the institution up to the highest possible standard.

The CHAIRMAN: I am very glad that Mr. Hill said what he did, because I think that is the ideal, and it is being carried out in a few libraries. Few of you realize the enormous prevalence that the patronage system still maintains among libraries.

Dr. STEINER: I don't want to leave the hall either without saying the same thing, that a system within the library is absolutely the proper way of administering a library. We have had that system for the last twenty years in Baltimore and I would be ashamed to administer a library that did not have it.

Mr. D. C. BROWN: I myself have been brought into contact with civil service boards for twenty years and I find all the objections of the spoils system of politics exactly the same as in the paper read this morning, and so I would like to move a postponement of this discussion to the next session of the association.

The motion was carried, and the discussion was postponed to the third general session.

Adjourned.

### THIRD GENERAL SESSION

(Shakespeare Club, Monday, May 22,  
9:30 a. m.)

Joint session with the League of library commissions, Mr. Henry J. Carr presiding in behalf of the American library association, and Miss Clara F. Baldwin in behalf of the League of library commissions.

Mr. Carr took the chair and after brief preliminary remarks stated that the secretary had a telegram from President Wyer which would now be read.

Secretary Utley read the following:

Albany, N. Y., May 20, 1911.

Geo. B. Utley, Secretary,

Hotel Maryland, Pasadena, Calif.

Please convey to the members of the Association my deep appreciation of the expressions of confidence and encouragement which reached me to-day in the message transmitted by you.

(Signed) J. I. Wyer, Jr.

The CHAIRMAN: This particular session is a joint one of the League of library commissions and the A. L. A. Representing and acting as the chairman for the A. L. A. on this occasion, it gives me pleasure to call forward to the chair, for that part of the program which comes under the League of library commissions, Miss Clara F. Baldwin, president of the League.

The CHAIRMAN: (Miss Baldwin takes the chair). The problem of library extension is one in which we are all interested and one which we are all trying to solve. The first paper this morning is "The administrative units in library extension," a comparative study of the library extensions to the county, state and township, and this will be presented by Mr. MATTHEW S. DUDGEON, of the Wisconsin free library commission.

#### ADMINISTRATIVE UNITS IN LIBRARY EXTENSION—STATE, COUNTY, TOWNSHIP, CITY

The most interesting feature of modern library work is the unanimity with which librarians are seeking to search out the unbooked individual—he who has no books within his reach—to make of him a booked

if not a bookish individual. It is now as always the aim of all librarians to get the greatest number of the best books into the hands of the greatest number of the most book-hungry people at the least expense. In accomplishing this, however, the definite emphasis seems at present to be placed upon locating the book hungry and giving to them a library relationship that will enable them to feed their book hunger.

Standard of library efficiency. The success of any unit of any library extension system must be comparative. In order, therefore, to arrive at a just judgment upon the efficiency with which any system can be operated or any unit organized, some standard of efficiency must be employed. Many a school boy reading present day periodicals can state with the greatest accuracy how many bricks a skilled bricklayer ought to lay under the efficiency system of scientific management. He can explain just how many pounds and pieces of pig iron an efficient man under scientific management can pile upon the platform of a flat-car in an eight hour day. When, however, one commences seriously to study the comparative efficiency of the different units of library extension, it develops that there seems to have been established no standards of efficiency with which to measure the comparative efficiency of any of the units under consideration.

There seems, therefore, to be nothing to do but to make a standard of efficiency—to search for a standard in the records of the achievements of various library enterprises. In this search, however, many difficulties arise; for books can not be counted as bricks, nor can the cost of the library work be placed on the same basis as the cost of moving blocks of pig iron. It seems, however, that four elements must be considered in determining the efficiency of any literature work:

1. The book need—the acuteness of the book hunger of the person served.
2. The quality of the book, both intrinsically and also with reference to its value to the individual who comes in contact with it.

3. The frequency with which the average book on the shelves is delivered to the patrons of the system; and

4. The cost of distribution per book.

Just as Frederick W. Taylor and those with him established their standard of former efficiency by measuring the accomplishment of the average workman of average intelligence, performing the average task in his trade or branch of work, so in seeking to establish a standard for library work, it seemed necessary to take the average performance of the average city library performing the average functions of such an institution, as representing average efficiency.

It must, of course, be remembered that it is impossible to obtain definite results in establishing such a standard of excellence. Two of the elements that enter into the standard, first, that of the book need or hunger, and second, that of the quality of the book, are elements that cannot be measured in any definite way. Furthermore, until the need of the persons served by the unit has been demonstrated and the quality of the book delivered has been established, figures representing merely the number of books circulated by any unit and the cost of the circulation are empty and valueless figures. To deliver one book of great human value to one person greatly in need of it at a cost of one dollar for the single circulation might constitute a more efficient service than to deliver fifty less valuable books to fifty people needing books less, at a cost of one cent only for each circulation. It must be remembered therefore that the application of this standard of efficiency, while it throws an interesting sidelight on the situation, does not always result in an accurate estimate of the efficiency of the institution investigated. If a library, however, realizes that it is costing it twice as much per circulation as it is costing some other instrumentality to do the same amount of work, an investigation of the reasons for the difference in cost as well as a comparison of the character of the work performed is at once suggested, although it must be remembered also that this in-

vestigation and comparison may lead to the conclusion that the more expensive, less extensive library work, is after all, the most efficient work.

For purposes now under consideration, however, we think it will be found that to use some standard in comparing the work of the different administrative units with the work of the average public library doing the average city library work, is a profitable as well as an interesting process. In seeking to determine the efficiency of these various units, we therefore ask four questions:

1. Do these extension systems reach persons who need books as badly as do those persons who are reached by the average city library?

2. Do these systems handle books of as high a quality as does the average city library?

3. Do they circulate each book as freely and as frequently?

4. Do they obtain as large results from the expenditure of their money?

1. *The need of books.* Let us consider first the question as to whether the need of the public reached by the extension work under consideration is as great as the need of the public reached by the average small city library.

The very phrase, "rural extension," raises in the mind a definite conception of the isolation surrounding the rural individual served. To those who know rural conditions at their worst the phrase implies not only scarcity of books but poverty of human interests. It implies an intellectual hunger that cries out for books, an intellectual hunger so great in some cases as to amount to an intellectual famine.

We think, therefore, that we may safely conclude that extension work as performed by the units under discussion has in it the first element of efficiency in that it seeks to serve those whose need of books is great—greater far than the need of those served by the average city library.

2. *The quality of books.* In seeking to answer the question whether or not the quality of the book delivered under these

systems is as high intrinsically and as well fitted to the needs of those reached, as is the book in the average city library we observe:

The very existence of any of the systems under discussion implies that at its head is an individual of force and intelligence. It is within the observation of all that nothing hampers a library more than the fact that the person in charge is some impetuous individual whose financial needs have been her recommendation for the position, or possibly some person of former influence whose days of usefulness have passed. There are, however, at the head of extension systems no "village widows," no local "lame ducks" pensioned off at the expense of the library funds. The heads of these extension systems are not "dead ones," but aggressive, progressive individuals with an intimate knowledge of the needs of the people whom they serve and an intense interest in the people themselves. In such a leader we expect to find, and usually do find, somewhat unusual ability for book selection. This ability is of a sort too which selects books which are not only intrinsically excellent but which are well suited to the particular needs of those who are to be served by the system.

Our observation is also that those in control of such systems select the books to be used in the extension department of their work more carefully than they select books for the ordinary library work. They fully realize that, since the personality of the librarian is not back of the book to aid its circulation, the inherent excellence of the book must be so great as to demand of its own weight consideration from the possible patron of the system. The book must of necessity be an attractive and suitable one. In other words, the book must have within itself a vitality which enables it, without the aid of a skilled librarian, to go out to find a possible taker. The librarians in charge of such systems also realize that, while it is a poor investment to buy a book which will lie idle on the library shelves, it is a disastrous investment to buy a poor book for an extension system, since the selection of such a book makes

necessary additional expenditure of effort and money in sending it to those to whom it is of no use. A poor selection for extension work is, as the head of the system will discover, a greater mistake and a greater waste than a poor selection for regular city work. Accordingly she exercises great care in her selection work.

Serious study group work is also often a part of an extension system. This study group is sometimes connected with university extension or rather organized educational work. Books selected for such service will consequently be carefully and well selected and of definite educational value.

These considerations as well as the observations of those who come in contact with the books selected for use in such systems justify us in the conclusion that the books in the systems are not only extraordinarily high in character, but also extraordinarily well fitted for the use of those to whom they are to be delivered; that their average quality is higher than that found in the average city or town library.

3. Frequency of circulation. Having found evidences, first that those reached by rural extension systems are in dire need of the books delivered to them and, second, that the books handled by these systems are of a high quality, we reach a point where we must consider the further questions, somewhat statistical in their nature, as to whether or not these books circulate as freely and frequently as the city books and whether the same amount of money invested in the maintenance of these systems produces as good results as money invested in the maintenance of the average public library.

In seeking to arrive at figures showing the frequency of circulation and the average cost of circulating a book in extension work, we find great difficulty in arriving at definite results. Those libraries which serve both rural and city residents often do not keep their rural circulation separated from their city circulation, nor do they keep the amount expended in each distinct from the amount expended in the other. We find also that some of the trav-

elling library systems do not record the exact number of home readers who take books from the traveling library station. Even those systems which seek to keep an accurate record find that the results are unsatisfactory in one particular at least. While every recorded circulation is an

quently, and are, in a sense, therefore, earning a higher profit upon the capital invested.

4. *Cost of service.* By reference to this same table also it will be seen that the cost of circulating a volume in the extension work is less than the cost of circulat-

System	Cost of circulating each volume	Circulation per volume
1. Average of all city libraries in six representative states.....	.128	2.22
2. Portland, Oregon (city and country)...	.126	5.63
3. Van Wert, Ohio (city and country)....	.108	3.0
4. Minnesota state traveling library system .....	.077	4.07
5. Wisconsin state traveling library system .....	.07	2.77
6. Hagerstown, Maryland (country circulation alone) .....	.056	...
7. Wisconsin county traveling library system (incomplete) .....	.052	3.70

actual circulation, much of the actual circulation is unrecorded, since the books often leave the station without any record having been made of the loan. We assume, however, in the following table, that the actual circulation is no larger than the recorded circulation.

By reference to this table it will be seen that these extension systems have demonstrated their efficiency so far as free and frequent circulation of the books upon their shelves is concerned. Every one of these extension systems has a higher circulation in proportion to the number of books at hand than has the average library in the six representative states. Particular attention should be called to the Portland system which circulates each book on its shelves 5.63 times per year as against the average of 2.22 times per year for the average city library. If, therefore, we take the average circulation per volume per year of the average city library as a standard of efficiency for frequency of delivery of books we can conclude that these extension systems are in this particular more efficient than the average city library in that they have, as it were, turned over their stock in trade more fre-

ing a volume in the average city library. It will also be noted that where the figures are given for the country service only, the cost is less than where it is given for city and country circulation combined. We wish also again to call attention to the fact that the recorded circulation of the country work is not as great as the actual circulation.

We apprehend that someone will at once raise the point that the city library does reading room work, reference work, and is engaged in other forms of activities that are not paralleled in extension systems. In view of this situation we have excluded from our figures representing circulation in extension systems, a very large amount of study group work, which corresponds to the reference work of the city library. This study group work occupies fully as prominent a position in the extension system as does the reference work in the city library. We have also excluded from the consideration a vast amount of the miscellaneous work done by the extension system, such as free distribution of magazines and periodicals to lumber camps, to industrial centers and to reading rooms of all sorts, as well as educational, art and indus-

trial exhibits sent out in connection with the traveling libraries and otherwise. We have also not taken into consideration correspondence, which in some instances constitutes almost a correspondence course of an educational nature.

We wish to repeat, however, that we are not enamored of the maxim that figures cannot lie. We are not disposed to insist that any one rely on the veracity of the results obtained but simply give the results of a rather interesting view of the recorded results of this class of work.

On the whole, however, we feel that so far as comparison can be made as to efficiency we may safely say:

1. That the need of books—the book hunger—which is met by the extension system, is greater and more intense than the book hunger of those who are served by the average town and city library;

2. That the quality of the book delivered is better intrinsically and better fitted to meet the needs of those receiving it than is the book which circulates within the city system;

3. That the extension systems circulate the books on their shelves more freely than do town and city libraries;

4. That it costs less to deliver good books in the book-hungry rural districts than it costs to deliver the poor and less needed books to urban dwellers.

To address ourselves more particularly to a discussion of the units of extension work, it seems to us that these units drop naturally into two classes: first, state work, and second, local work.

**State traveling libraries needed.** From correspondence and consultation, we conclude that it is the consensus of expert opinion that local extension work will never attain a scope and an efficiency which will make unnecessary state traveling libraries. If we had ideal geographical, industrial, social and financial conditions, including distribution of population and population centers, state traveling libraries might become unnecessary.

It has been suggested that possibly the state of Iowa was by reason of natural situation and industrial development as likely

to be able to dispense with traveling libraries as any state in the Union. Inquiring more particularly, however, into conditions in that state, it develops that there are still many portions of the state which would be without books if not served by state traveling library systems. Those in charge of the work assure us that, after giving the matter careful consideration, they have come to the conclusion that even in that state they cannot in this generation at least dispense with the state traveling library. Conditions elsewhere are such as to make the state unit still more necessary.

In such a state as Wisconsin, to cease to work under the state unit would be to starve certain portions of the state. We have for example, one county which has a total population of less than four thousand with a very small property valuation. The only concentration of population is in a village of a few hundred on the extreme edge of the county. This county has never appropriated anything for library service and would be unable to appropriate any considerable amount. The state, however, has stepped in, and by establishing seven active traveling library stations has at comparatively small cost placed books within fairly easy reach of every individual in the county. Such a system cannot be dispensed with. It only remains to make this indispensable unit as efficient as possible, which, of course, is another story.

**Difficulties.** To determine what unit system is the type for most effective local extension work is a difficult problem. The investigation along this line might be termed the unsuccessful search for the system which is inevitably successful. The search was necessarily unsuccessful. As might have been expected, the universally successful system has not been discovered. The system that will make library success easy, the system under which few books and little money and less effort achieves wide distribution of the best literature to an appreciative and book-hungry people, has not yet been discovered. Every unit fails. It is equally true, however, that every unit succeeds. Whether it succeeds or fails is due to the conditions under

which each system exists and the efficiency with which each operates.

**Certain essentials.** From the data that has been obtainable as well as from the personal opinions that have been expressed, we have been able to formulate a statement of certain features of an extension system which present themselves as essential to efficiency.

1. No unit of extension work can succeed unless it is gathered around and has as a center a library with considerable resources of books and funds.

2. A centralization of population and wealth found only in a city or large village is necessary before there can exist a library with resources of funds and books sufficient to form a center of a successful system.

3. Each unit for extension work must embrace a community of natural solidarity. Political divisions, whether they be counties, towns or cities, are mere blocks of real estate bound together by artificial political bonds. Every farm family and every farmhouse, however, is a part of a natural community. The individual who has lived in a rural home knows that for every farm there is a city or village which is spoken of in the circle as "town." No one is in doubt as to what is meant by the word. Each farm naturally adheres to some city or village as its business and social center, and possibly also as its educational and religious center. On the other hand, an intelligent general merchant in any village or city would take a map of the vicinity and with a pencil circumscribe the territory which is naturally tributary to the city in which he operates.

Our conclusion therefore is that the natural unit for library work is the community which naturally centers itself around some city or village. No farmer and no farmer's family should be asked to travel in one direction for their books while they travel in another direction for their commercial, social, and industrial associations.

The ideal unit, as we have suggested, cannot be an artificial unit. We think we may go farther and say that no one, no matter how familiar with a community,

should endeavor to prescribe the exact limits to its library activity. A library unit is a gradual development, not an artificial structure completed according to preconceived policies, and with definite plans and specifications. Most commonly such a unit begins as a city or village library and extends its borders of effective extension service as the demands arise and as its resources grow.

An instance of this natural development is the system as it has grown up at Portland, Oregon. The process was, as we understand it, as follows: First there was the central library furnishing service only to those who called at the central building. As distance increased and the demand for books as well as the resources of the library grew, four branches in different parts of the city of Portland were established, all of them, however, in daily communication with the central library. Later there were established what might be termed country branches, eleven in number. In each of these there was a reading room open at least five hours each day—each of these country branches was also in at least weekly communication with the central library. To reach a still more inaccessible portion of the county it became necessary to establish a large number of deposit stations where groups of books in the nature of the traveling library groups were placed. I am informed that never has any city branch, country branch or deposit station been established in accordance with any set plan. The development of the community has created a definite demand for each feature of the work, and each branch or station has been established as a special demand for it arose. The whole territory covered is the territory naturally tributary to the city of Portland. The boundaries of political units have been largely ignored.

**Opinion evidence.** That the ideal unit cannot be an artificial political unit, but that the unit must change as the situation and surroundings vary is borne out by the opinion of those who have been instrumental in developing extension systems.

Miss Margaret W. Brown, of the Iowa

library commission, says: "Rural use of books must be through a well organized center. A single township without a large town or city cannot provide sufficient funds to give this efficient service or adequate collections of books. Therefore, the logical provision should be through extension from a county seat center . . . In some cases the center for county distribution may not be the county seat, but this would be the exception and not the rule."

Miss Corinne A. Metz, of Van Wert, Ohio, says: "In an agricultural community like Van Wert County, with few large towns and with the central library located in the principal town of the county, I consider our county plan admirable, but with several cities of almost equal size in a county, I think this problem might be a live issue."

Ida K. Galbreath, Superintendent of Ohio traveling library department, says: "In our traveling library experience we have found the township a most satisfactory administrative unit. It seems to me to be the best unit for rural library extension because all persons are conveniently near to the point of distribution. Also, local pride in a township library would be much greater than in a substation belonging to the county."

(Miss Downey of the same commission, however, in response to an inquiry states that it is only in a township where there is a village of considerable size that they have been able to establish such a system.)

N. D. C. Hodges, librarian of the public library at Cincinnati, writes: "The county extension system has been in force since 1898, thirteen years. It has worked well. The small outlying libraries, instead of being dependent upon their own resources, have at their command all the resources of the central library. There is a large loan collection of books which are deposited in one agency or another in response to special needs of a locality, to be removed elsewhere when that need is satisfied. Finally, there is a well organized and central administration in place of the haphazard administration inevitable in a small community."

Carl H. Milam, secretary and state organ-

izer of the Indiana public library commission, summarizes the situation thus: "I believe the ideal arrangement would be for each city and large town to have its own public library and for each such library to serve the rural district of which the city or town is the business and social center. Thus each community would work out its own problem and no arbitrary rule would be adopted. Some libraries would serve one township, some several, some perhaps whole counties, and all the population of the state would be reached . . . If such a system were perfected, the use of the traveling libraries would be in supplementing the limited collections in the small public libraries."

**Contributions from country districts.** In view of the universal permanent paucity of funds it is but natural that libraries everywhere should cast about for additional sources of income. It has naturally occurred to library authorities in many places that the surrounding territory which could be served by the city library, might and should make contribution to the funds of the city library as a condition precedent to receiving service.

In coming in contact with the rural authorities, therefore, they take the position that, if the rural authorities will contribute to the support of the city library, the city library will in turn extend the services to the rural residents. We make the suggestion that in reaching this conclusion rustic psychology has not been sufficiently considered. Every farmer is psychologically from Missouri. You cannot imitate the pie-man in his transaction with Simple Simon, and ask the town or county official first to show his penny before you deliver your product to him. If you do not demonstrate to him the value of library service, if you do not, in other words, deliver the goods before you make demand for a showing of the money he is very likely to make the same reply to you that simple Simon made to the pie-man and inform you that indeed he hasn't any penny to exchange for the library service. I have in mind two cases illustrative of this principle.

In one case a close-fisted farmer who was



the controlling spirit of the library board of a small city absolutely prohibited the librarian from furnishing any service to any individual outside of the city. He then went to the various town authorities of surrounding towns and demanded that each town should pay one hundred dollars to the city in order to secure library privileges for its residents. It was but natural that the equally close-fisted town authorities approached in this abrupt manner made prompt reply that they did not propose to spend the public funds of the town for the private advantage of a few residents. As a result, antagonism arose between the city library and the country residents. The city library absolutely refused to deliver so much as an old magazine to any person residing beyond the city limits. A child who could not present a certificate of residence was not permitted in the reading room. To a certain extent, the antagonism toward the library created an antagonism toward the city in general and a very unpleasant and unprofitable condition resulted. All hope of successful extension work in the neighborhood of that city is gone until God in his providence removes from the local library situation some of the obstreperous members of the present generation.

In another instance it occurred to the library board that the library could be made an instrument for attracting rural trade. They proposed to exploit it legitimately for civic advancement purposes. They passed resolutions freely extending the privileges of the library to all who lived in that portion of the county. The merchants adopted the habit of recommending the library to all their rural customers. One member of the board who was a merchant made a practice of taking new customers to the city library and introducing them to its privileges. He was convinced that, if he could make a library patron out of a rural resident, he had made a customer for the commercial interests of the city. He realized, of course, that the person who took the book from the library would return to the city when the book was due. It was but natural that upon his return he should

deal with the local merchants and probably take another book from the library, establishing an endless chain of visits to the city. It naturally followed that the commercial interests of the city were definitely advanced by the library service furnished to the country residents.

The service thus rendered was probably as good an investment of city funds as could have been made, since the increased circulation cost little. But a still more desirable result was that the country residents became not only patrons of the merchants of the city but warm friends and supporters of the library. A point was soon reached where the surrounding towns became willing to make appropriations, which, while small, were probably ample to cover the expenses incurred in furnishing country service.

Flexible law needed. From the principle that a library unit cannot be artificially created and cannot always be made co-extensive with a political unit, it follows that the law relative to the support of country extension should be elastic. In some cases, it would be well to permit the county to contribute to the city library. In still other cases, one village or city should be permitted to contribute to the support of the library in another city or village, receiving in return their traveling or branch library service in proportion to amount contributed. In short, the law should permit any political unit to make a contract with any other political unit for library service. And I believe that for demonstration purposes at least, any library ought to be legally at liberty to serve the people of any political unit without charge.

Résumé. 1. Assuming that the efficiency of library service depends upon the need of the person served, the quality of the book furnished, the frequency with which the average book is circulated, and the cost of the service, experience demonstrates that every unit of library extension work, state, county, township, or city, is capable of being efficiently operated.

2. Under existing conditions it is for the present, at least, necessary to employ the state as a unit in traveling library work.

3. The boundaries of a unit of local library extension work can not follow the boundaries of political divisions.

4. No unit is suited to all needs; the unit must vary with social, industrial and educational conditions.

5. The essential characteristics of an efficient unit are:

a. It must center in a library with considerable resources of books and funds.

b. The existence of such a library presupposes the existence of a city or village of considerable size.

c. Each unit must include a community of natural solidarity bound together by social, industrial and natural interests.

6. The natural order of extending library service into surrounding territory is that the value of library service must be demonstrated before funds are demanded.

7. The law providing for library extension should be such as to render contributions by one community to another voluntary rather than compulsory, and should permit any political division to contract with any other political division for library service.

The CHAIRMAN: The library extension through the country has probably been developed in California more than in any other state in the Union, and we are now to hear the story of that development from Miss HARRIET G. EDDY, the county library organizer of the California state library.

#### CALIFORNIA COUNTY FREE LIBRARIES

What justifies county free libraries in California? The answer is CALIFORNIA. From the Mexican line, 1000 miles to the north; from the Ocean, 350 miles to the east; down to hard pan, and two miles straight up, every inch of California justifies the idea and existence of a county free library; from orange groves to snow banks every month in the year; from steam plows on the plains, to mills and mines in the mountains; from gas engine irrigating plants in the valleys to stupendous engineering enterprises among the peaks.

Single counties bigger than some states, where you take a sleeper on a fast train at the county line at sundown, and reach the county seat only in time for breakfast next morning! Our fathers thought of California as the land of gold. It is rather the land of grain and alfalfa, the land of lumber, of salt, and of borax, the land of oil, the land of fruit, and fast becoming the land of rice and of cotton. Its vast extent has scattered its population; its topography has isolated it; its varied industries have diversified it; and necessities have made much of it keen-witted and intelligent.

Why county free libraries in California? Climb into a county automobile with me and glimpse some of our opportunities and responsibilities. Here is the beautiful Capay valley, settled by intelligent, thoughtful, reading-loving English people, living thirty miles away from a library. Forget your native tongue now while we go to a Portuguese settlement up near the San Francisco Bay, where only a year ago an attorney said discouragingly: "No use to put a branch of the county free library down there. The people won't look at a book." But to-day they tell me that nearly all the children, and at least half the grown people are reading.

From there we would go to one of our large counties where until a year ago, when the county free library was started, there was not one free library privilege within its confines, save the state traveling libraries of 50 volumes. There you would see at least eight thriving towns, almost cities, eager to be abreast with the procession of library supporting towns, yet diffident about undertaking the establishment of what has so often proved a mediocre institution. We pass farm colony after farm colony, growing up all over California with mushroom-like rapidity, desirous of having the best and most recent books on farming, but unable to buy them while meeting the heavy expenditures incident to the development of the new ranch.

Has the gasoline given out? Then we will stop at one of the many oil lease

where you will be surprised, not only at the oil, but at the high quality of intelligence of the people, and where you will find your technical and professional books in steady demand. You will meet educated mothers who welcome your books by saying, "We do not want our children to grow up in bookless homes," a condition otherwise forced upon them as their nomadic life from lease to lease eliminates books from the home equipment. One mother wrote to the county librarian, "There's nothing out here to look at but the stars. Can't you please send us a book about them?"

We would then visit a construction camp up in the Sierra Nevada mountains sixty miles from a railroad. Graduates and post-graduates from every notable college in the Union will greet you there, and you discover that the need for books is unprecedented, both because of previous opportunities which made books their portion in life, and because of present isolation, which makes books doubly welcome.

When we have taken this trip and many others like unto it, and *only* then, are we in a position fairly to consider the subject of California county free libraries. They have been a natural and inevitable outgrowth of California conditions and development. While the work of the county libraries in Maryland, Ohio, Oregon and other states has offered a background, those methods could be applied to California *only* when modified to meet California conditions. Owing to the reversal of ways of thinking and doing things which the newcomer must make if he will succeed here, it seems impossible for a stranger, or *anyone* who has not had opportunity to study conditions, to realize the problems which are confronted here in California, in attempting to provide complete library service. The immense size of the counties, with their population so scattered as to require endless small community centers for marketing; the breaking up of ranches into smaller acreages, and the consequent establishing of hundreds of colonies; the springing up of numerous small towns; the superior qual-

ity of readers in the oil leases, construction camps and other places calling for professionally trained men, all these reasons and undoubtedly many others have shown the futility of attempting to secure a library service for all the people by the use of the two conventional and time-honored methods, the municipal library, and the traveling libraries.

Even though every municipality in this state were to have its own established library, nine-tenths of them would be too poorly supported to maintain more than a third rate reading room. And then what about the thousands of people living beyond the municipal line? The municipal library could not possibly shed its beneficent beam far enough to lighten the country gloom. Clearly, then, the municipal library does not solve the problem of complete library service. And even if there were a traveling library in every unincorporated community in the state, what could it avail for full library service, with its fifty miscellaneous books kept for three months? What would it mean, for instance, to the engineer who wishes to spend his spare time studying some of the books published since he left school? or to the ranchman who wants the latest books on alfalfa? or to the union high school located out at some country cross-roads? But even granted that state traveling libraries could furnish adequate service, the extravagance of transportation and duplication would be prohibitive. It is, however, too highly theoretical even to suppose such a service, for with the state library as a wholesale distributor of books through unlimited traveling libraries, the medium of connection between book and borrower would be too elusive, too filmy. To get the best results, there must be more concrete relations, a definite means of service through a more personal supervision. That is, in a huge state like this, traveling libraries have proved to be a good whetstone to sharpen a library appetite, but scarcely a good meal with which to satisfy it. Instead of having the state library deal directly with the people, it is better to have much smaller units

as a base, presided over by a live, enthusiastic person who knows the people and who gives them direct personal service, leaving the state library to its more legitimate work of supplementing and co-ordinating the smaller units. The state library is usually an abstraction in the minds of most people. The institution that is most concrete and is personified in the work of its librarian can secure most effective results.

With a conviction, then, that California had its own peculiar problem to work out; that it wished only to evolve a plan by which all the people of this state might receive library service; that half service is not business-like; and that a library has demonstrated its right to be conducted along sound business lines,—with this conviction, California set herself single-mindedly to the task of looking towards the best library interests of her people. What factors must be considered before the best results could be induced? What conditions were hampering the present attempts at library service? First, not a library could be found in the entire state which had sufficient funds to promote all the plans for advancement which it could well be justified and expected to undertake; clearly then it was the part of wisdom to seek means to secure more funds; second, the endless duplication in schools and libraries of the first few thousand books in numerous small towns showed the need of co-ordination with a larger unit as the base; third, the small libraries with their pittance of income prohibit trained workers, and it was clear that if library service is to become a science, professional supervision must be provided. And finally what unit would insure service to everybody? Only one answer to these propositions was inevitable: The county. In California the county is the unit of civil government which corresponds to the township of many of the eastern states. The county high school here corresponds to the township high schools around Chicago. The county, then, offered a logical unit, already organized, and affording machinery

for library development which make artificial organizations unnecessary. Then, too, the county represents enough valuation to insure adequate financial aid; moreover, its size is great enough to justify trained supervision. It would also furnish opportunity for co-operation and co-ordination, checking useless duplication, minimizing wasted effort and useless expense. And finally, with every county in the state organized, it would give *all* the people a library service.

Every reasoning, then, justified the adoption of the county as a library unit, and with this base, the first county free library law was passed in 1909, with these as its principal features: 1. The entire county was made the unit for library service. 2. Any municipality might withdraw if it did not wish to be a part of the system. 3. The county librarian, who was to be certificated, was given large power in carrying on the work. 4. A committee of the county board of supervisors constituted the library board. 5. An alternative or contract plan could be entered into between the supervisors and any library board, by which the library could in return for an appropriation of county money render library service to the entire county.

Probably no upward pull has ever been attempted in any undertaking by any organization in history, but what has had its difficulties, its setbacks and its obstacles. And the progress of county free library work in California has been no exception. Its difficulties came from two widely different sources: objections on the part of some library people, and defects in the law itself. The objections from the library side were that the county as a whole was made the unit, from which the municipality not wishing to be included must withdraw; and even when withdrawn its position was deemed to be insecure, since the city trustees could cause it to be included by their own vote. The other objection by some libraries was to the control by the supervisors.

As for the form of the law, it was fatally defective in the conflict between two sections. The original plan had been to put

the county free libraries into operation through petitions, just as in the law providing for the establishment of municipal libraries. But during the passage of the bill through the legislature, amendments were inserted requiring an election. The sections providing for this did not accord, however, and so rendered the law inoperative, except in the section providing for a contract between the county and a city library.

Notwithstanding the objections made to the content of the law from the libraries, and notwithstanding its inherent defects from the legal side, it was a matter of deep significance, and most encouraging to those whose hearts were alive to the hope of improving library service, that the work of organizing and developing the counties went forward with an impetus that nothing could stop. The eagerness of the people for the adoption of the plan was instantaneous, for they saw possibilities for library privileges such as they had not before dreamed of. The plan appealed to them as comprehensive, logical, economical, and business-like, designed to get what the business world is seeking more and more these days—results. Eleven counties in quick succession adopted the contract plan, making in all twelve counties in the state, which are now giving county free library service, for Sacramento county had pioneered the work even before the formal passage of the law.

The mere mention of the Sacramento county free library is the touchstone to awaken the happiest and fullest feelings of reminiscence. I am glad that my first connection with the work was from the people's side of it; that my first impression, and the indelible one, of the true purpose of the county free library is service and always service, that every means to bring this about must *always* be a means, and *only* a means, and never magnified in its importance to endanger or overshadow the end. We never want to be in the embarrassing position of the traveler who could not see the woods for the trees. Nor do we want to be like the business firm that

had just adopted a new but complicated system of administration. On being asked how it was working out, the manager rubbed his hands in satisfaction and said, "Fine! just fine! We know to a cent about every department." "How's business?" the first man asked. The manager looked rather blank and then said, "Business? Why, we've been so busy getting the system to work that we haven't done any business." The teacher thinks because the class room order is good that the school is a success. Libraries and librarians, like all other professions, are apt to confuse the issue, to mistake the means for the end. In a big issue like this, the library is liable to entangle itself in meshes of confusion, mistaking the mechanics of organization for the single-hearted purpose—which is service.

So I reiterate, that I am glad my first idea came from the people's end of it. I shall all my life be proud of that branch, acquaintance with the county free library number 1, which we had in our country high school. The library had the goods. We wanted the goods. The county free library established the connection. That was the whole story, a very simple one. If any of you have ever faced the problem of making bricks without straw, you can appreciate what it means to try to make a first class high school without the laboratory service that a library affords. But we got the service that year. Think of one country high school having over \$2,000 worth of books put on its shelves for use as it needed them throughout the year! Is it any wonder that high schools all over the state, as they hear of this beautiful new plan, are eager for it!

Is it any wonder that as the work of information and organization has been carried on, people in the county make every effort in their power to help toward success. One high school principal said, "We'll go on our hands and knees to the county officials." Others said, "We'll snow them under with petitions." This method has been necessary in only one county, however, for usually the county super-

visors are as keen to see that the adoption of the plan will bring satisfaction to their people, as the people are eager to see it adopted. The time so far actually spent in the starting of county free libraries has been ten months. One ultra conservative county required the combined efforts of two organizers for a month. No particular opposition existed, but merely a desire on the part of the officials to be thoroughly informed that the people wanted the library. The very next county required only four days, and resulted in an appropriation of \$5,200. Another county bade fair to take up the plan with only a three days' canvass; the supervisors were ready to, but an unexpected legal question caused the final action to be postponed two weeks. The ultimate appropriation of \$12,000 made the two weeks seem trivial. Still another county voted \$10,000 after only a week's missionary work.

They tell me that organizing work is easier here than in most states. I do not know, as my experience is limited. We have met temporary difficulties here in various ways. Sometimes the plea is that the county first needs good roads; sometimes the bridges have all been washed out by last winter's rain; once the county superintendent of schools wanted us to wait till the county had voted bonds for a new high school. But opposition is never met from the general public, for they want the library service; and only one board of supervisors was completely indifferent, but you will agree with me that the circumstances were extenuating; they really were not to be held responsible for their strange actions; they were in the throes of a hotly contested primary election, a condition which being undergone for the first time in our state produced symptoms of incipient insanity.

The work of organization under the contract plan continued till it seemed wise not to carry it any farther, but wait for the new law, which was inevitable both because of the defects in the first one and the objections to it. The utmost care was taken to eliminate completely

these two difficulties, by continued conferences and submitting the proposed bill to library folk who had found reason to complain; and by having the bill completely constitutionalized by expert lawyers and approved from the attorney-general's office. Only expressions of satisfaction and congratulation have come from all sources over the result of these efforts, and there now stands as a consequence upon the statute books of California a county free library law which we are confident will prove to be all that every one hopes for—a medium of library service to all who wish. I do not mean by that, that we consider it final. We are seeking only results. If this plan does not give them the desired results, or if a better one appears, we shall greet the new, and lay aside the old, with the same open mindedness that now infuses itself into the present conduct of the work. We believe, however, that the new law offers an elastic medium to meet our present needs. It contains seventeen sections, and attempts to cover whatever points may be logically a part of the county free library's policy. It differs from the former law, which it repeals, in a half dozen or more vital features. First of all, the establishment of the county free library is left entirely permissive with the board of supervisors, no petition or election being called for, as it had been proved conclusively by the work of organization that boards of supervisors will, if they think best for the county, take up the work on their own initiative. A provision for a notice to be published three times before establishment gives sufficient publicity to the contemplated action. The second main point of difference is that while the former law included the entire county as a unit, with provisions for a municipality to stay out, the present law turns the whole plan diametrically around, making the unit to start with only that portion of the county not receiving public library service. If a town has no library, it is included; if it has a library, it is automatically excluded.

Two plans are provided however, by

which a town thus left out may if it wishes enter the system. It may by action of its board of city trustees become an integral part in event of which, notices of intention must be published, and the town is taxed as a part of the system; or it may contract with the county free library for any or complete service, in which event the town is not taxed, but it pays whatever sum is agreed upon by the contract. Under either plan a town may withdraw from the system.

Counties may also contract with each other for joint service—a plan which will undoubtedly work out with advantage and economy, as in cases of a small and a large county close together, or two comparatively small counties, or an interchange of service along the dividing line, or for particular service of various kinds such as the use of a special collection of books.

The new law also provides for a board of library examiners, made up of three members, the state librarian, the librarian of the San Francisco public library, and the librarian of the Los Angeles public library. This board will issue certificates to any desiring to become county librarians, whom they consider capable of filling the position. It is perhaps unnecessary to explain this provision of the law, as its wholesome intent is clearly manifest. It forestalls the appointment of any but those qualified for the position, and thus insures the carrying on of the county work along efficient and professional lines. The suggestion has been made by the board of library examiners to prospective candidates that they spend a short time at the state library, since it is the clearing house, so to speak, for records and for information of the county free libraries already started, which will prove helpful to those coming new into the work; on the same general principle that progressive teachers gather as often as possible for the summer session at the University, which in turn becomes a clearing house of good ideas for the schools all over the state.

The power to make rules for general

supervision over the county free libraries is vested in the board of supervisors, an arrangement necessary to insure the library sufficient attention from those who fix the income; but maximum power is given to the county librarian, who determines what books and other library equipment shall be purchased, recommends where branches are to be established, the persons to be employed, and approves all bills against the county free library fund. Salaries are fixed according to the class of the county, and range from \$2,400 to \$500.

The state librarian is authorized to co-operate with the counties, by sending a representative to visit them, and by calling an annual meeting of county librarians, just as the state superintendent of public instruction convenes the county superintendents of schools. An annual report is required to be sent to the state library, just as at present municipal libraries send one. A tax of not more than one mill on the dollar can be levied for the county free library on that part of the county receiving service from it, and the county is authorized to issue bonds for any part of its support. County law libraries, county teachers' libraries, and school libraries may be made a part of the county free library. The law also includes the contract section from the former law, in case any county should prefer that plan.

Such are the salient features of the new law. It became operative less than a month ago, but already two counties have taken the first step in establishment. The growth is bound to be rapid, as has been evidenced by the enthusiastic but sober, serious way the work has so far been taken up. In the short time that county free libraries have been in operation, over \$70,000 has been appropriated by the different counties, 114 branches have been established, and over 12,000 people are reading county books. Compare that support with the \$7,000 that the state library was able to spend this last year on traveling libraries! At the end of seven months one county librarian sent in the triumphant note that her card-

holders topped the thousand mark. Another reported a circulation of over 37,000 for the first year. The work is already spreading itself into every branch of activity and industry. School libraries are being co-ordinated with the county work, women's clubs have their special study books, some fruit-packing houses have been made branches, a collection of books has been put into a jail, another at the agricultural farm, county teachers' libraries have in two instances been turned over to the county free library, and home libraries are being sent out in some counties.

This is the merest beginning. It furnishes, however, some basis for prophecy; too often there is too much talk, too little done, and California does not covet such a stigma; but in the light of what has already been accomplished I look forward to the time when our ideal shall have been realized; when the annual appropriations for library work by the counties shall aggregate half a million dollars; when in each of the 58 counties of this state there shall be a library centre with branches reaching out to every community needing them; when in every county seat there shall be a servant-trained, indeed, in the technique of library work—but beyond this and above it and first of all, fired with the inspiration of a mighty ambition to make his library a living, pulsing power to broaden and deepen and sweeten the whole life of his county; when in every little community there shall be a branch custodian, set on fire by the county leader, with vision wide enough to see that care of the branch library is a minor incident—that to know all the people and their needs, to quicken the desire to read, to direct that desire when awakened, and to furnish the books for the satisfaction of the desire—that this is the real work. I love to dream of the time when library organization and equipment and service shall be so complete and efficient that every resident of this coast state, whether in the congestion of the cities, or the solitude of the farm distant on the mountain side

shall have not only the opportunity, but the persuasion to read wisely and well.

This was the vision seen by those who launched the plan. This is the daydream that has quickened the zeal and strengthened the arms of those who have made the beginnings. In the gleam of this vision, under the inspiration of this dream, have we not the right to hope that the work will continue till our ideal shall become real, and the people shall enter into their true heritage of a home university.

The CHAIRMAN: We have time for a very brief discussion of the library systems in other states. Miss MARY F. ISOM, of Portland, will give us a little discussion on

#### COUNTY LIBRARIES IN OREGON

Library development is still in its beginning in the state of Oregon. The Portland library has been a public institution only nine years, and for four or five years enjoyed the distinction, joyfully given up, however, of being the only public library in the state. It has been a county library for seven years. Consequently, with library work slowly a-building and fairly well centralized, we do not meet the complications existing in California and other older and more fully developed states, and it has been an easy matter to prepare and adopt a law simple in itself, but covering existing conditions and providing for future growth and extension.

The Oregon library law as first enacted authorized any county containing a population of 50,000 or more to take advantage of its provisions, and limited the special tax for library purposes to 1-5 of a mill. This was passed primarily for the benefit of Multnomah County, the only county in the state whose population exceeded or equaled 50,000, and to enable the Portland library to extend its activities through the county, which it was exceedingly anxious to do.

The Portland library was so eager for this privilege that an emergency clause was added and the bill became a law at once. The Library Association of Portland



is a private corporation. A contract was made with the county court similar to the one already existing between the city and the Library Association. Under these two contracts the county library was organized. Its work may now be summarized as follows:

The central library containing the administration offices and the usual departments, reference, children's, circulating, etc.; four branches in the city with daily delivery from the central library; 406 classroom libraries in the city schools; traveling libraries in the engine houses and in the club houses of the street railroad men; then, through the suburbs of the city, where the population does not justify the maintaining of a branch, and in several of the small towns of the county, there are reading rooms, each open five hours a day, afternoon and evening, and containing a deposit for circulation of from 500 to 1,000 volumes. These have weekly deliveries from the central library. One of these reading rooms is a reference library of agricultural books and periodicals, with perhaps 75 volumes of general reading for circulation.

In the country districts there are 16 deposit stations of from 50 to 100 volumes each placed in the post-office, the general store, the hospitable farmhouse, the grange hall, occasionally the school house, in one instance in a barber shop, and in another in a church. These are practically traveling libraries, but a shifting collection and under elastic rules, for the interested custodian often brings in an armful of books for exchange to freshen up his collection, as he comes into town on his weekly or monthly errands. These deposit stations consist of adult books entirely. The juvenile libraries are placed in the country schools. There were over 60 of these libraries sent out last fall and placed in 89 class rooms. Does a county library pay? In the last ten years Multnomah County gained 119 per cent in population. In six years the circulation of the library increased 212 per cent.

To meet the changing conditions, at the session of the Oregon legislature last win-

ter, the county law was amended, removing the clause specifying the amount of population, and increasing the library tax to 1-2 a mill, so that now any county in Oregon can avail itself of this law. The section specifies that the tax shall be assessed, levied and collected in the same manner as other taxes for county purposes, the proceeds to be known as the "library fund" to be expended solely for the purpose of establishing and maintaining, or the assisting in the establishment and maintenance of a public library within the county.

The second section of the law provides that the county court for any county which has levied this special tax may use the library fund to establish, equip, maintain and operate at the county seat of the county, a public library, including branch libraries, reading rooms, lectures and museums and may do any and all things necessary or desirable to carry out this purpose. A clause follows which permits the county to contract for public library service with any corporation maintaining a public library at the county seat. This of course is equally applicable to a city library or to a private corporation giving public service, as is the case with the Library Association of Portland.

The third and fourth sections cover the usual provisions that no money can be expended except upon warrant drawn by the order of the county court and that every library so maintained by the county library fund must be entirely free to the inhabitants of the county, subject to such rules and regulations as are prescribed by the county court or the management of the library were not amended. These bills became laws on Thursday, the 18th of May, and Wasco County has already signified its intention of establishing a county library and Hood River County is considering the matter. The Library Association of Portland will henceforth enter into contract with the county alone, as the  $\frac{1}{2}$  mill tax will provide sufficient maintenance. In order to provide for the housing of libraries under this act, a county library building law was adopted. The first section of this law permits any county of the state

containing a population of 50,000 inhabitants or more, to assess, levy and collect in the usual manner a special tax not to exceed  $1\frac{1}{2}$  mills on a dollar for the purpose of erecting a public library building. The Library Association of Portland is immediately taking advantage of this new law, and has plans under consideration for the much needed new building. The second section provides that this tax may be divided and may be assessed, levied and collected in not more than two successive years, but it shall never aggregate more than the  $1\frac{1}{2}$  mills. The third section provides that this tax shall be used solely for the erection of a public library building at the county seat upon a site approved by the county and conveyed to the county by any person, firm or corporation. The county court is also authorized to contract for the use and occupation of this building with any corporation maintaining and operating a public library at the county seat. This contract may be upon such terms and conditions and extend for such a period as may seem advisable to the county court, but in the contract it is provided that the plans for the county library building are to be in accordance with the plans prepared by architects to be selected and under the control of the management of the library, subject to the approval of the county court. A fourth section reiterates the command that the library shall be free to all the inhabitants of the county.

In addition to the amended county library law and the new law relating to county library buildings, the Oregon legislature also passed a bill concerning farm libraries. This bill was introduced by a legislator who quoted J. J. Hill that "every farmer should have a library of agricultural books." This law provides that the county commissioners may appropriate \$200 of the general fund of the county for the purpose of establishing farm libraries. The value of the Oregon law, it seems to me, is its extreme simplicity. No new elements are introduced; no new boards are established. The contracts are made with the county court which consists of the county judge and two commissioners. This is the

governing body of the county with whom all contracts are made. The power, the responsibility, are left where they should be, with the librarian and directors of each county library.

The CHAIRMAN: We will have a very brief presentation of an older library system, by Miss CORINNE A. METZ, of the Brumback library, Van Wert County, Ohio.

#### AN OHIO COUNTY LIBRARY

The Brumback library of Van Wert County, Ohio, is the result of the liberality of a former citizen of Van Wert, John Sanford Brumback, who in his will directed that a sufficient sum from his estate be expended in the erection of a library building, on condition that the county equip and maintain it. The conditions of the will were accepted by the County Commissioners, who entered into a contract with the heirs of Mr. Brumback to name the library in his honor and forever maintain it by levying a tax on all taxable property of the county for its support.

In 1899 there was no county library to accept as a model, no county librarians with whom to compare notes, so the library of Van Wert County has gradually worked out its own county library system.

The library is situated in the county seat, Van Wert, a city of 8,000 inhabitants and the center of a prosperous agricultural district, the only town of considerable size in the county, with the exception of Delphos, a city of 5,000 situated partly in Van Wert County and partly in an adjoining county. There are, in addition to Delphos, five towns with a population of 500 or over and each of these we have utilized as a distributing center. In addition we have selected other points of vantage, often the village post-office or the cross-roads store, from which the surrounding country can be served. Fixed collections of books are sent from the central library, according to a regular schedule, so that the stations receive four times a year new collections of 125 books. Extra collections varying from 50 to 100 volumes are sent

to the stations requesting these and we urge the caretakers of the stations to send us titles of all books requested by their patrons. The branch librarians, as we call them, in most cases the postmaster, clerk or owner of the store, receive \$50 a year for their services, in return for which we require of them monthly reports of circulation, careful attention to the packing and return of the boxes, and as much interest in the work as we are able to get, sometimes not a very large amount.

Our school collection, though a separate department, continues the work of rural extension, since we loan to any teacher of the country schools, collections of books for school room use, to be changed as often or as seldom as the individual teacher wishes to make the exchange. Our greatest development during the past year has been in this department, due partly, I think, to the fact that there are in several townships of the county school supervisors, whose co-operation we have been able to secure, and partly because we have this year placed a trained assistant in charge of the work, her duty being to aid the teachers in their selection of books, make up collections when these are called for, and compile lists of books for given grades. I have also attended a number of teachers' meetings and township institutes, sometimes merely calling attention to the school collection, but more often talking about books themselves. We find that the teachers need not so much to have their interest awakened as to have their knowledge of children's books increased. We have no settled plan of distribution, but consider each case an individual one, even though extra time is consumed in doing so. In one town of 800, the superintendent of the town schools is also superintendent of the township schools and we have sent to him a collection sufficiently large to supply each of the seven teachers under his direction. The teachers go to him to make their selection and when one collection is used up, he is promptly supplied with another. In another township the school supervisor in his visits of inspection, changes from one school to another the seventeen fixed

collections sent out from the library. Both plans work admirably and the rivalry resulting further stimulates the work.

We keep no separate record of town and country borrowers, since the library exists impartially for all, and we have placed the emphasis on the personal side of the work rather than on the compilation of statistics. During the past year, I have visited each of the fifteen branch stations at least once and many of them several times, but in the future I hope to make a round of the stations at least three times a year. Last year we held a meeting of the branch librarians at the central library and although the attendance was small, we considered it worth while. We shall make it an annual event and shall also have, this year, a teachers' day, when the county teachers will be made welcome and an unobtrusive effort made to interest them in the school collection.

With the impetus recently given in Ohio to the teaching of agriculture in the country schools, we shall be enabled to reach many teachers and individuals who have thus far been skeptical of the practical help to be gained from the library. We are also gradually accumulating a comprehensive agricultural reference collection which we hope in time to make effective. With a state institute speaker on our library board we are able to keep in close touch with the granges and farmers' institutes and have secured from him invaluable aid in the selection of agricultural books. County fair is in Van Wert County an event looked forward to from one year to the next and we have utilized this opportunity to exploit the library. We have had, at various times, exhibits of bulletins and lists, model children's collections, recent books on agriculture, etc. The direct results are not always easy to see but our endeavor is to relate the library to every activity of the county.

In a sense I believe that the rural problem is bigger than the city problem. As Liberty Hyde Bailey puts it: "We must do constructive work. We must inspire the reading habit, direct it and then satisfy it." Because of this we must, I think, devote

much of our time and energy to activities which have always seemed to me to lie rather outside of library work, the formation of clubs and debating societies, lectures and institute work, and story telling in the country schools. The average man or woman dwelling in an agricultural community is both busy and independent and unless we can persuade him that what we have to offer is what he needs or wants we can accomplish little. Nor can we approach the problem with any feeling of condescension or patronage. The idea that I occasionally find existing in the minds of librarians and trustees, that the people of rural communities will hasten to take advantage of an opportunity they have so long been deprived of, seems to me to be wholly without foundation. As a matter of fact, they are slow to seek of their own accord what they have for so long been able to do without. Tact and a knowledge of local conditions are necessary tools, together with a rigorous application of the golden rule.

The advantages of the county as the unit have been too well brought out in the earlier discussions of the subject to require repetition,—the disadvantages, as I know conditions in my own county, I have been unable to find.

The CHAIRMAN: The next paper is by Mr. FRANKLIN F. HOPPER, librarian of the Tacoma public library on

#### THE BASIS OF SUPPORT OF ORGANIZATIONS FOR PUBLIC LIBRARY WORK

Taxation, a fundamental necessity for the maintenance of civilization, must in some form provide the chief means of support of public libraries. In spite of the universal aversion to paying taxes, there is no one act which can be performed by a community, which brings in so large return to the credit of general happiness, as the judicious expenditure, for public purposes, of a fair percentage of general wealth raised by an equitable system of taxation. At the same time, consider the multitude of services and the tremendous demands

for expenditure which are being forced upon local government by modern urban life. In a paper in the *Atlantic Monthly* for April, Ex-mayor McClellan stated that the gross municipal expenditure is increasing at the rate of 8.08 per cent per annum, which if continued will double in eleven years, and that the per capita cost is increasing at the rate of three per cent per annum, which, if maintained, will double in 33 years. He says that:

"Even under normal conditions, if the present rate of increase in the cost of municipal government continues, the tax on city real estate must ultimately equal its rental value. Of course, the moment that this occurs taxation has become confiscation, and the dearest wish of the pure socialist has been realized. The only alternative is retrenchment; retrenchment so merciless as to be beyond practical consideration until the pendulum of public opinion, having reached its collectivist limit, begins to swing in the opposite direction. Time alone can show whether we are on the eve of an individualistic reaction or whether the present collectivist tendency is destined to grow stronger and more widespread until it commits us to a policy of governmental activity hitherto undreamed of, and only possible of realization through repudiation of public debt and the confiscation of private property."

We must be awake to the tendency of the times, watchful that in the rapid social and economic changes the library is strengthened in its position in our civic life. There is nothing to fear for the library in a possibly ultimate socialistic society or in a city supported by single tax, but we must be on our guard. It is time we studied more carefully taxation in relation to libraries, the principles which underlie their support, discover their present status in municipal activities, and be prepared for the future.

Four chief considerations are naturally suggested by the topic, "The basis of library support," first, the reasons for asking for support by taxation; second, methods of effectively presenting budgets to appropriating bodies; third, principles which

govern the amount of budgets; and, fourth, means by which libraries may secure continuously progressive support in proportion to advance in efficiency and work accomplished.

The reasons why libraries are fully justified in asking and expecting adequate support from their public, whether state, county or municipal, have been so often fully discussed in meetings of librarians that there is no need for me to dwell upon them here. Ample support of free public education needs no argument, and it is simple repetition to mention the solid basis on which libraries rest in that respect. It does remain our duty fully and finally to *convince our citizens* of our complete justification. Our position will never be without danger until *every one* in the community takes for granted the value of the public library, and the first importance of its support as he does the public schools. Certainly such is not yet the fact, and we librarians are to blame. The so-called "leading classes," the large tax payers, are as yet merely tolerant, if even cognizant of the existence of the public library. We must prove to them the important factor which the library is in public education, the elevating and enriching influence which it should have on the character of the people, the economy which it is in the ownership and use of books, the increased value which it undoubtedly gives to property, the reduction which its existence probably causes in taxes necessary for the care of crime, the slight per capita cost, the value the business and trades of the city may derive from the efficiently administered public library. The work which the library commissions are doing for the people in small towns, in remote communities, for granges and rural debating clubs, is of the first importance in spreading broadcast the conviction of the library's value and necessity.

The presentation of budgets to most city councils or state legislatures is one of the things which make us librarians gray before our time. Fortunate is the librarian whose board of trustees, presumably a sympathetic body, has the power to levy

the library tax. Most of us must each year ask either for a lump sum or a percentage of the tax levy from the general appropriating body. Difficult as may be the task, I believe the publicity and the struggle work together for the good of the library. If our appropriating bodies are made up of the strong business-like men they ought to be, they will rightly demand full justification for the increased appropriations we are certain to ask. It is to be feared that few library budgets would stand analysis from the point of view of an experienced financial man. Our estimates for expenditure, for administration and books need more careful preparation. First, we must demonstrate that the library is efficiently serving the community in strict proportion to its resources. We are judged not by our promises to do, but by what we *have done*. The more efficient a city administration is, the more explicit must be our facts. We must show exactly what we have done with the money we have already had, and we must be able to demonstrate by comparison with other libraries of known efficiency in the same section of the country that the proportion of money spent for salaries, books, etc., is right. We must show that the cost per capita is attended by corresponding use per capita. I find that the idea of trained, expert people at the head of library departments appeals to business men. They know the value of efficiency, but we ought to be able to prove that our experts keep down costs and increase use; that the library receives proper return for the larger salaries paid. We should be able to show what it costs to run the different departments in our libraries. For instance, what are the costs for preparing books for circulation. How many of us know just what we pay for ordering, cataloging and shelving our books? Most of us do not care to know, for we realize we should be ashamed of the facts. We may never be asked for these figures by our legislatures and our city councils, but we should all of us be able to compare the cost of these phases of our work with those of other libraries. How else are we to know if we

are getting due return for the money spent and at what points the outlay shows the best returns? But no one of us is able to make any such comparison, because our bookkeeping is so bad and because we do not want to make it any better.

Professor Goodnow says, "perhaps no reform in municipal financial administration is so desirable as the general adoption of some effective form of uniform accounting, which shall be so framed as to make it possible to determine whether the administration of a given city is efficient." Can anyone doubt that the shoe fits the libraries? At the Narragansett Pier Conference, the Committee on library administration submitted an admirably simple form for an annual report, designed specially for the reports from libraries to state commissions. We have proved the value of this form and particularly of its classification of expenditures, but surely the time has come when the American library association needs to adopt and recommend to all libraries a more detailed form for expenditures and for circulation statistics, perhaps two forms, one for the larger and one for the smaller libraries. We have standardized our catalogs, our charging systems, our mechanical contrivances, our assistants, and our own qualifications until we are all so standard we bore one another; but two things which need standardizing as much as any, we have pretty completely overlooked. May we not reasonably hope that some committee of the association, perhaps working with an expert accountant familiar with our requirements, will devise a scheme of accounts which will help us to know where we are extravagant and where stingy, to compare our own costs with those of our neighbors. We are neither businesslike nor sensible until we keep our books in such a way that comparisons can easily be made. The suggestion of the secretary of the A. L. A. in the last number of the Bulletin for reporting and tabulating various library statistics is admirable. As to circulation statistics, a word later.

In considering our library expenditures, it may be of some profit to study the re-

cently issued fifth bulletin of the Carnegie Foundation for the advancement of teaching, giving results of investigations into what the author considers the extravagant and unsystematic administration of our colleges. Prof. Bushnell's acute criticism in the Atlantic of the standards and arguments presented in the bulletin is perhaps equally illuminating. Certainly the "student-per-foot-per-hour" or the "circulation-per-diem-per-dollar" standards are not the only measures of college or library efficiency.

To return to the presentation of budgets: The average city official will do what he believes to be his duty by the library, but the demands for appropriations for many municipal enterprises are insistent, and we must never for an instant let him *forget* his duty to the library. Of great value are tables and diagrams of increases in number of volumes and circulation, percentages of increase in appropriations for the different city departments, in population, in valuation of property; such tables as we find in the last report of the Seattle public library. It pays to keep councilmen interested throughout the year, not only at the time for appropriations. Much depends on the personal relations between librarians and councilmen, even more, I think, than between board and councilmen.

Influential men of the city, who have no official connection with the library, should see the councilmen in its behalf. Appropriating bodies take it for granted that boards of trustees and librarians are interested to the point of bias, but it is another story to have leading business men talk library to them. Personally I believe that women's suffrage is a tower of strength for a library. There is no force so potent for civic betterment as the women's clubs as they are conducted on the Pacific coast. They interest themselves actively in the best things, and I know from experience the wonderful work they can and will do for library efficiency. Powerful as were the women's clubs before women were enfranchised, they are to-day, in the state of Washington at least, holding the balance

of the power. May I also say that I personally believe the presence of women on library boards is of great importance, particularly where women's suffrage exists. The increased ease with which appropriations are secured from city councils when women members of the board appear before them is a sidelight worth notice. All over the country the Socialist party is gaining strength. Socialists stand for liberal appropriations to public institutions, good salaries and efficient administration. Remember that they will work for us if we prove to them our cause is just.

The principles which govern the amount of money libraries are justified in expecting for their maintenance have received little systematic investigation. My brief study and tentative conclusions I venture to consider merely an introduction to the subject.

Given two cities, each having 100,000 inhabitants, other things being equal, a public library in one city should do as much work and be of as much service as the other. It should be possible to measure in terms of use the normal efficiency of either library. It is safe to say that our first factor in determining the extent of work is population. But one city is prosperous, progressive, the other is not; one has a high property valuation, the other is poor. The former city can consequently afford to spend more for its public library. The library in the latter city will as nearly as possible approximate the service and use of that in the former city, and it can serve only in proportion as the means for service are provided. The second factor in determining our budgets is the amount of taxable property in the city and the income it will produce. Under present conditions, one ought also to take into consideration city income from licenses, police court fines, etc. Single tax would remedy this complexity. These then are the two chief factors in our budgets, first, population and library service per capita; and, second, property values. But other factors everywhere must be considered; as the location of the city, the character of the population (as in the South

the use per capita will be reduced by the non-reading negro population), the density of population, affecting the number of branch buildings (which inevitably increase per capita cost), the special and endowed libraries which tend to reduce per capita use and also per capita cost, the plans of our library buildings, making great differences in the cost of administration. You say we cannot all fully consider all these factors; we take what we can get. Yes, but that is neither science nor business. Perhaps if we subject our budgets to scientific and business tests, what we get will more approximate our needs. Someone may say, "All these factors of character of population, character of buildings and so on, completely alter my special problems." Do they alter the problem more than they do that of the public schools? The basis of support for the public school systems varies in almost as many ways as there are states, but school authorities have given the subject careful thought, and the foundation principles which they seem to be actually accepting are illustrated by the practice of some of the most advanced states. There seems to be a double basis for maintenance (buildings are a separate consideration). First, a per capita basis; that is the number of children of school age in the state. A state tax is levied to produce say \$10 per child. That gives a distinct and equitable foundation for every district of the commonwealth. But the character of the counties varies, so the county commissioners are instructed by law to levy a county tax which will produce up to a certain amount for each child of school age, say again \$10. These two levies will produce in the maximum, say \$20. There is *another* basis in which one takes into consideration primarily property values and such other local factors as were referred to above. Local school boards decide how much the local property can stand for school purposes in addition to the two tax levies already mentioned; just what are the local characteristics which cause the problem to vary; and they then make whatever additional levy is necessary to meet the needs. You will

observe that the law in so far as it applies to the state and county tax provides an automatic increase in the total income in proportion to the increase in the number of children of school age. The office and travelling expenses of the state boards of education are provided by direct appropriations by the legislature. Now, it seems to me the conclusions of those states which have either adopted or are working toward the plan just outlined are suggestive as a basis of support for libraries. The population which the public schools consider is the number of children of school age; the population which librarians have to consider is the *total* population. The schools do not reach all their population; and certainly the libraries do not reach nearly as large a percentage of theirs, but the difference is not in *kind*, but one of degree only, and that difference will gradually disappear as our libraries grow in efficiency. The organization towards which the public libraries in many of the states are tending seems to be roughly about as follows:

(1) A strong central library system consisting of commission and state library, supplying the rural districts, district schools and the small towns with library facilities, organizing new libraries, and in addition acting as the central library storehouse on the lines of the New York State library whose collection was so recently destroyed.

(2) A county library system, supplying the needs of every nook and corner of the counties. To support this dual system, a state tax might be levied, which would produce a certain sum for the service the commission should render to every inhabitant not served by the county libraries, and in case an efficient county organization exists, making it unnecessary for the commission to act, the amount raised for state tax for such a county could be paid over to the proper county library board. It should be possible to find a unit of per capita cost varying of course in different states in proportion to property valuation and other factors. Such a cost unit once discovered could be embodied in

state law and the revenue would increase with the increase in population to be served. In this way a minimum amount would come automatically to every public library organization in the state, directly proportional to the population to be served. In addition the county should be empowered to levy for libraries which would produce to meet estimated expenses. The amount of the state tax would vary with the number of people to be served; the amount of the county tax would either remain the same from year to year, thus producing additional revenue as the county valuations increase, or it would vary between certain maximum and minimum limits, the degree of variation to be determined by the appropriating bodies. So we have a dual basis of support, one a minimum income for the service of the person whom it is our duty to serve, the other the additional income increasing or diminishing with property valuation. Under the present conditions it is possible for a municipal library partially to support itself by some such method by determining a fair cost per capita would be, taking into consideration local conditions as compared with other libraries. Once a fair cost per capita is determined, it is not difficult to find what millage of the tax would produce the total amount. If such millage is not prescribed by a state or city charter, it is not difficult to determine an appropriating body to levy a certain rate of tax on property to produce the proper amount to appropriate each year. Until the relationship between state commissions and state libraries becomes more definite it is eventually likely to become, a dual organization working for all the people of the state, it will be difficult to find a proper basis of support for the institutions, but as the organization is gradually perfected, it seems that it will become more and more easy to determine the proper method of their support by some form of combination of the per capita and the property valuation basis.

A corporation determines each year the degree of its success or failure by



## II. STATISTICS FROM

City	Population, 1910.	Assessed Valuation of Property, 1910.	Property Assessed at.	Property Value at 100%.	Library Income from Taxes, 1910.	Library Income from All Other Sources, Recent Endowments
Brookline, Mass.....	27,792				\$23,500.00(?)	Fines etc. nc
Cedar Rapids.....	32,811	\$25,000,000.00	100%	\$25,000,000.00	10,916.92	\$1,720
Duluth, Minn.....	78,466	41,385,224.00	33 1/4%	124,155,672.00	14,652.31	683
Elizabeth, N. J.....	73,409	57,408,430.00	100%	57,408,430.00	17,335.00	
Erie, Pa.....	66,525	25,254,803.00	40%	63,137,000.00	15,050.00	
Jackson, Mich.....	31,433	20,000,000.00	100%	20,000,000.00	10,000.00	50
Lynn, Mass.....	89,336	72,648,640.00	100%	72,648,640.00	16,000.00	4.50
Peoria, Ill.....	66,950	20,548,876.00	33 1/4%	61,646,628.00	17,664.44	1.83
St. Joseph, Mo.....	77,403	37,743,520.00	60%	62,958,800.00	21,000.00	
Springfield.....	88,926	119,081,778.00	100%	119,081,778.00	46,012.04	3.44
Tacoma.....	83,743	69,939,177.00	60%	116,565,295.00	26,425.76	73
Averages.....						

# OF ELEVEN SMALLER CITIES

As reported.	Library Income from All Sources, Except Endowments. 1910.	Rate of Levy in Mills in 1910, Based on Assessed Valuation.	Rate of Levy in Mills in 1910, Based on Valuation of 100 %.	Rate of Levy in Mills Based on Valuation of 100%, Which Would Produce Total Income from All Sources, Except Endowments. 1910.	Income per Capita, Except from Endowments. 1900.	Income per Capita, Except from Endowment. 1910.	Circulation for Home Use per Capita. 1900.	Circulation for Home Use per Capita. 1910.	Income per Circulation. 1910.	
	\$23,500.00	(Lump sum)			1.05	.84	5.24	6.175	.132	
1.12	13,637.04	.44(7)	.44	.505	.208	.38	1.35	3.6	.106	
1.05	15,335.36	.4	.11	.12	.19	.19	1.20	2.25	.087	
	17,355.00	.33½	.33½	.333		.236	No library in 1900		1.85	.131
	15,050.00	.628	.238	.238	.39	.226	2.7	2.8	.082	
0.00	10,500.00	.5	.5	.525		.334	3.30	2.88	.116	
1.32	20,501.32	.22(7) (lump sum)	.22	.282	.13	.229		2.59	.088	
1.91	19,496.35		.28	.311	.28	.291	2.99	3.09	.094	
	21,000.00	.4	.33	.33		.271		2.6	.101	
9.00	49,461.04	.38	.38	.415	.46	.556	2.6	5.9	.093	
3.46	27,159.22	.5	.22	.232	.15	.32	1.53	2.66	.122	
			.304	.329	.357½	.355	2.61	3.259	.105	

turn on the investment. If the profits are less than they should be, considering the volume of business, an investigation of the different departments follows with a view to reduction in costs. There is no absolute test to a library's efficiency. Comparative study of work accomplished and cost of maintenance must be our chief resources. In making comparisons of work, circulation is by no means the only test, for much of the work and expenditure of libraries is devoted to other fields, such as reference work and reading rooms. But it is still a fact that comparative statistics of reference work and reading room attendance are too inaccurate to form a basis for comparison. Neither is the number of card holders as yet much of a test, as the life of the cards varies altogether too much. It remains true then that statistics of circulation are the best *comparative* test we have of work accomplished. Unfortunately, even circulation statistics are not strictly comparable, so great is the divergence in methods of counting.

Next in importance to the adoption of some good definite system of accounting it seems to me that the American library association should adopt some standard system for counting circulation statistics. Varying rules in regard to the loaning of books for two weeks or four weeks, the counting of renewals, seven-day books, counting circulation of books loaned to schools, clubs, etc., are merely some of the reasons why accurate comparison is so difficult. However, in order to come to any conclusion at all, we must find some basis of comparison if it is only approximate.

In collecting some statistics of library support and use in the United States, I tried to get returns from each of the 51 cities which has more than 100,000 population, according to the census of 1910. Counting Allegheny, Brooklyn, and Queens Borough separately from Pittsburgh and New York, there are in all 54 such cities; three of them have no public libraries, and from 19 others insufficient data was obtained to make comparison possible. I was also able to secure figures from 11 cities,

ranging in population from 27,000 to 90,000. To get a common basis of comparison for appropriations, I reduced the assessed valuation of property in all the cities to a 100 per cent valuation, ascertained what millage on these property values produced the income for 1910 from taxes, even if appropriations were made in a lump sum, and what millage would have produced the total income for the year 1910 including income from dog licenses, police court fines, library fines, etc., but excluding income from endowments, because comparatively few public libraries have more than very small endowments, and even in such cases the interest is usually spent for the purchase of certain classes of books, for which the library would, without the endowments, spend but little of its own appropriations.

In the group of large cities the rate of levy in mills which produced the income from taxes in 1910 averaged .218 of a mill, and the rate of levy which would have produced the total income, except from endowments, averaged .26 of a mill. The income per capita averaged 17.8 cents in 1900, and 29 cents in 1910, an increase of 62 per cent. The circulation per capita in 1900 averaged 1.617, and in 1910 averaged 2.187, an increase of 35 per cent.

It is interesting to note that in 1910 the average expenditure for each book circulated was 13.3 cents (of course you remember that for purposes of comparison we are considering only circulation, and disregarding entirely reference work). The corresponding averages in small cities are interesting. I venture to read the list of these 11 cities:

Brookline (Mass.), Cedar Rapids, Duluth, Elizabeth, Erie, Jackson (Mich.), Lynn, Peoria, St. Joseph (Mo.), Springfield (Mass.), Tacoma (Wash.).

The rate of levy in mills which produced the income from taxes in 1910 (based on a valuation of 100 per cent) averaged .304 of a mill, and the rate of levy which would have produced the total income except from endowments averaged .329 of a mill. The income per capita averaged 35.7 cents in 1900, and 35.5 cents in 1910 (practically

the same), but the circulation per capita increased from an average of 2.61 in 1900 to 3.259 in 1910, or 25 per cent. The average expenditure for each book circulated in 1910 was 10.5 cents. In 1910 the small cities received an average income per capita of 22 per cent more than the larger cities, and had an average per capita circulation of 49 per cent more than the larger cities. As showing the very distinct connection between income and circulation, it may be noted that in the two groups of cities, the one which has the largest per capita income (Brookline) also has the largest per capita circulation, and the one which has the smallest per capita income has the second smallest per capita circulation.

Unfortunately, I could not obtain sufficient data to complete accurate comparative statistics of increases in appropriations for schools and libraries. It is I think approximately correct to say that in 1910 appropriations for schools averaged about 15 or 16 times those for libraries, but the percentage of increase since 1900 was greater for libraries. According to the Census Bureau, in the 148 largest cities of the United States, from 1902 to 1907, the per capita expenditures for the police departments increased 10 per cent; for fire departments 21 per cent; for schools 23 per cent; for libraries and museums 37 per cent. From these figures it seems evident that the per capita expenditures for libraries have increased more rapidly than those for any other department of municipal activity.

In conclusion, may I venture the opinion based on the comparative statistics studied, that the only way in which a library may be *sure* of continuously progressive support in proportion to growth of population and increase of library needs, is to secure either by state law or city charter a certain minimum millage of the annual tax levy, such minimum to be adequate for at least the essential needs of an efficient library, and to be determined in the first place by the amount needed to reach the present population, and by the necessary modifications of property val-

ues, character of population, plan and number of library buildings, etc. Such a millage carefully determined will increase the library revenues each year, as the wealth of the community and its consequent ability to spend increases. At present the average rate which will produce our library incomes is approximately .3 of one mill on the dollar, reckoning on the basis of 100 per cent valuation. It is safe to say that this average rate is too small, for the inadequately supported libraries are in the majority.

The CHAIRMAN: (Mr. Carr here again takes the chair.) I think we owe a great deal to Mr. Hopper for the presentation of this most interesting paper. Few except those who have done this kind of work realize the amount of labor he must have put into that paper. I have no doubt it will be a great help to us in the future, and further suggestions in that line will amplify the results to be derived therefrom.

We have with us to-day Professor ARTHUR H. CHAMBERLAIN of the University of California, who comes to us as the accredited representative of the National Education Association. I now have great pleasure in introducing Prof Chamberlain.

#### INCREASING THE EFFICIENCY OF THE LIBRARY AS AN EDUCATIONAL FACTOR

On the fourth day of July and one year short of three quarters of a century ago the first real apostle of popular education in this country wrote in his journal: "The people who speak to me on the subject of my Secretaryship seem to think that there is more dignity or honor or something in being President of the Senate, than to be Missionary of Popular Education. If the Lord will prosper me for ten years, I will show them what way the balance of honor lies. But this is not a matter to be done sleeping."<sup>1</sup> And on October twentieth, seventy one years later, four months before his death, a great soul said: "How do

<sup>1</sup> Horace Mann's Journal. See Hubbell, Horace Mann, p. 81.

I know that life is worth living unless I learn that somebody else has found it so? Where shall I find that? In a book! How shall I know that victories are to be won unless I find the records in books? Men and women who have been successful in life are telling us of this on the printed pages. This is uplifting. A book is nothing but an individual. If you sit down with one of Howell's books you sit down with Howell. If you have a public library you have the best men and women of the world as neighbors."<sup>3</sup>

Horace Mann was prospered for his ten years. His work as secretary of the Board of education of Massachusetts laid the foundation of the most far-reaching reforms in school administration that our country experienced to the sunset of the last century. And James H. Canfield as teacher, librarian, and man, performed a work in stimulating the individual and community mind for good books, that rises to-day his monument. East and west and from the Gulf to Canada, there are men and women, of whom those before me are worthy representatives, whose duty and delight it is to bear witness to Mann's message of a rich and purposeful popular education. Daily these "Prophets in Israel," your fellow workers and you, sit down with boys and girls as did Canfield. And as the artist traces with his brush upon the canvas the landscape that speaks to you from those yesterdays which were once to-morrows, or as the musician strikes the chord that sets vibrating the strings of memory; so do you spread before your boys and girls the lives and deeds of those who have been successful and of service—lives and deeds reflected in the pages of the book.

Not mine the interesting task to trace the development of the school and library as factors in the life of the community. Our topic is the more circumscribed, if fully as intense and more important one, of how to increase the value of the library as a means of education. That the library is or should be one of the most vital of educational factors, you of all people need

not be told, for it is you who have made it such. You agree with Draper that, "The state which can put a mark upon its map wherever there is a town or village library, and find its map well covered, will take care of itself."<sup>4</sup> With MacCunn do you also agree that, "Many an end really within the individual's reach is never grasped simply because it is concealed by the screen of ignorance; and many a man in later years can, with bitter, unavailing regret, see clearly how his whole career might have been different if only this end or that had been brought within his ken by the written or the spoken word."<sup>4</sup>

The school and the library are parts of one and the same great organic institution. Whether housed in the school building or in a separate structure on the campus, or in a public building, managed by a special board and financed by the municipality, the library is part and parcel of the educational scheme. The books of the library are as much a part of the school machinery as are the various pieces of apparatus in the physical laboratory, the biological specimens, the collections used in the study of mineralogy, or the tools and materials in the craft shop or the school kitchen. To think of the library as apart from education and as simply a desirable aid to the school, is to place it in the amusement column. Already some libraries, and the major portion of most, I fear, judged by the books on their shelves, belong with the theatre and the summer resort. A collection of books meeting this requirement *merely* is not a library. Of course we must have a care for relative values and your speaker fully realizes the legitimate place the library plays as a means of entertainment and recreation.<sup>5</sup> "After the church and the school, the free public library is the most effective influence for good in America," said Theodore Roosevelt. This is stating in another form that the church, the school and the library are three of the elements, without which any educational organization is less than perfect.

<sup>3</sup> American Education. p. 46.

<sup>4</sup> The Making of Character. p. 193.

<sup>5</sup> Jewett. The public library and the public school. Public Libraries. 14:119, 1909.

<sup>3</sup> Canfield. The Library's Part in Education, Public Libraries. 14: 120, 1909.

Your speaker had occasion to say recently that with building and equipment and playground and library facilities and all that goes to constitute the material and physical side of a modern school, the plant would prove inadequate to meet the demands imposed, unless the teacher of purpose and of power was the guiding genius of the whole. Personality in the teacher counts for more than all else on the success side of the balance sheet. So is it with your librarian. Before building or equipment or books, the librarian stands supreme. The librarian is the center of the system and all else depends upon her.

The first element necessary in making more efficient the library you represent is a more efficient *you*. For what constitutes a library? A beautiful building constructed by private funds or public bond issue and raised amid charming surroundings of lawn and lake and grove? Furniture and equipment of the most modern type? A large *collection* of books? Too often this is indeed the library. It is a show place. It constitutes "Exhibit A" when visitors are taken proudly about town on a tour of inspection. But what of the librarian? Do her townspeople, her friends and associates, realize the part she is daily called upon to play in shaping the ideas and ideals of the community? A man or woman of personality, of tact, and one trained in library lore and possessing a knowledge of books, of teaching, and particularly of individuals—such will be the librarian in fact. And a humble structure housing a handful of well selected volumes may be the library of real educational value in any community.

"There is, undoubtedly, a certain benefit to the growth of the civic spirit in a small town, in the presence of a beautiful, dignified library building, and where it can be maintained without detriment to the real service of books, it is the fulfillment of a commendable ambition to have such a building. But, oftentimes the library service would be stronger in rented quarters, appropriately and adequately equipped, with a sufficient collection of books, a sympathetic, up-to-date librarian in charge

to make known the contents of the library to the community."<sup>6</sup> By all means have the beautiful building where possible. But ambition to possess "the best library building in the state"; to be able to furnish on the initial request, the novel fresh from the press; or to show in the annual report an unparalleled percentage of increase in stock—these are not necessarily commendable ambitions either on the part of librarian or board. The vital questions are: Has the individual been reading, what does he read, and how? Is taste developing? Is there an increased demand for the best in history and biography and science and poetry and travel and art? Are books read, or do patrons go through the library as the average tourist visits an art gallery or "sees Europe?"

How often has there come home to me the distinction as between a real library, and a collection of books, when in one or another city throughout the country I have been shown the library—a beautiful, cold, unsympathetic monument in stone and steel, its exterior without a blemish, its rooms palatial, its shelves spotless, and ninety per cent of the books light fiction, novels of the passing moment, originally printed serially in the magazines. Or interest has been centered upon volumes of such specialized character that the dust of months is upon them or the leaves uncut. *Fiction* in this instance is *fact*. Here the main business of the librarian is indeed to be up-to-date with the latest fiction, and to see that the building is kept immaculate and the rooms absolutely quiet. Seeing this I have said: "What a waste of the people's money!"

Other kinds of libraries there are and other types of librarians. This brings me to the second point in the discussion. All librarians must be teachers in spirit and temperament, and all teachers must understand how to work with books. Some one has truly said in speaking of the untrained that "you should not put drugs of which you know nothing into a body of which you know less." The individual who under-

<sup>6</sup>Buildings are not libraries. Editorial. Public libraries, 14:56, 1909.

stands books slightly and boys and girls not at all can not be expected to make either a good librarian or an excellent teacher. It is then not only necessary to train librarians for their profession, but all normal and training schools must offer courses of instruction in the use of the library to prospective teachers. This suggestion has in it no element of originality. You remind me that already many schools are attempting this work. And in any event, you say this is a matter for the school people and not for the librarians. It must, I submit, in point of fact, be worked out jointly by librarian and teacher, the training and experience of the librarian being a positive force.

The replies to a recent inquiry as to library instruction in normal schools show that of thirty-two schools replying (and representing eighteen different states), twenty schools offer instruction in the use of the library. Four schools offer no instruction whatever; one replies "yes and no"; in one school occasional instruction is given; in one instruction is incidental; in two there is individual instruction, and in three courses are in contemplation. The number of lessons per year range from one, two or four in several schools to sixty in one school. Between these limits one school offers ten to eighteen lessons, three give eighteen to twenty, one school thirty. In only twelve schools is the work obligatory and in all but three of these the instruction is given by the librarian. Where library work is optional, either the librarian or a faculty member gives the instruction.<sup>1</sup>

While extremely suggestive as indicating the trend of affairs, it is quite evident that as yet few school boards, superintendents, principals, teachers or librarians have seriously considered the necessity of preparing all our teachers in the elements of library work. Such work in normal schools and education departments in colleges must be obligatory, for regardless of grade or type of school, and in whatever subject, the teacher must handle books. And no student should graduate from such a school

until he or she is proficient in the elements of library administration. This knowledge is of greater importance than much else the student is required to know. If programs are now over full, room must be made through the process of elimination; for library work is not a subject as in mathematics or Latin. "It is a method of work." Without it no work can be effective. We have thus to consider what should be taught to teachers in training. Since this depends upon what pupils should be required to know that they may use the library understandingly, we must here speak of library administration from the standpoint of the school.

One has but to study conditions as they exist, whether in the public or the school library, to note that adults, not to speak of boys and girls, are practically at sea when making investigations. In a general way the location of certain books may be known. How to find books on a particular subject new to one; how to locate material bearing upon the text in use; how to find parallel studies, or substitutes, provided the required book be missing; how to separate the wheat from the chaff, and gather up the main points in a discussion; how to study to the best advantage—in fact how to use the library; on these matters the average boy or girl, man or woman is comparatively ignorant. Many well-meaning students spend more time in groping through the library in a fruitless search than they give to reading, and many a one remains away from the library altogether when now and again he finds a few moments for study, knowing that only a prolonged period will reveal the desired material.

And with the book in hand how few know how to use it. Surely you have all had occasion to wish that the school taught pupils in the art of study. I sat recently in the library of a great university observing a number of young people, the product of our high schools, as they pursued their studies. In the make-up of most of them the art of concentration seemed entirely lacking. Pages were turned listlessly. Notes were made, passages were read and re-read, positions were shifted. Only for

<sup>1</sup>Library Instruction in Normal Schools. Results of replies to a circular sent out from Newark, N. J. public library. Public Libraries, 14:147. 1909.

the briefest periods were minds centered upon the subject in hand. Five minutes of concentrated, consecutive, understanding study will bring better results than will prolonged reaches of time given under such conditions. And these college people, well meaning and ordinarily bright and intelligent are typical of those found the country over. Conditions with high school and grade pupils are even worse. Not interested, you say. They simply do not know how to use books. Is it then the duty of the teacher and the librarian to first instruct readers in this art, or is the time to be given to the mechanics of school keeping and to library routine? Welcome the time when with Elizabeth Barrett Browning

"We gloriously forget ourselves and plunge  
Soul forward, headlong, into a book profound,

Impassioned for its beauty and salt of  
truth—

"Tis then we get the right good from a  
book."<sup>3</sup>

Every well regulated school of several teachers should have a carefully selected list of books and a librarian to preside over them. This librarian should be a member of the faculty. Every public librarian should possess the instincts of the true teacher. Much of the pupil's time during the first days of school (and here I speak particularly of the last two years of the elementary and the secondary school period) should be spent in the library, or in the recitation room with portions of the library brought to him. Where the school is without a librarian, the public library should furnish a demonstrator. And in any event, all pupils should report to the public library for instruction. They should be taught in groups. The first lesson should acquaint the students in a general way with their library home. They should know each member of the library staff, should visit every room and be told something of the units composing the entire plant. They should know how a book is ordered, how shipped, what happens when it reaches the receiving room, how it is classified, cataloged and shelved. In the

<sup>3</sup> Aurora Leigh.

beginning, specific books need not be mentioned, but those covering the general subjects in which the particular class is most interested may be located. Subjects overlap and a given book may touch upon a variety of subjects while another may deal distinctly with a narrow phase of a given subject. This the pupils should understand, and thus they may more readily appreciate the basis of classification of books. The main features of the use of the card catalog may be illustrated, together with the value of the subject, author and title index and how to use the cross references. All of this, in simplified fashion, can be given to a class in one or two lessons. And together with the instruction on the use of the library there can be given, here and there, hints on authorship, the value of good books, methods of opening and handling new volumes, the place of good literature and of books as friends. All this will stimulate the class to a better care of books and an increased desire to begin a collection that shall develop into a library.

As opportunity offers, specific details should be presented. Many high school pupils and most children believe their text books contain practically all the information available on a given topic. Indeed, you librarians have still a task in convincing many otherwise excellent teachers that they need go outside the prescribed text book for teaching material. When failing to find a particular reference the boy or girl does not know how to locate other references just as good perhaps; may not even know there are other references in existence. Or, having a subject to investigate, the student may have forgotten the name of the author cited to him. He may know the author and cannot recall the subject or the title. A few minutes spent with a class, working on a typical case, will result in the saving of hours to each pupil during the year. Nothing will tend to draw young people to the library for serious work as will a knowledge on their part of how to use the tools.

Schools and libraries receive my first attention on visiting a city. Continually have I been disappointed on entering a library



for the first time, either on a search for a particular item, or to study the library organization. Being familiar with the number of the book wanted I may be told it is not in unless upon the shelf where it properly belongs. The library being new to me and my time limited, I may not be able to locate the shelf. Or, putting myself in the position of one who knows nothing of library system, I cannot locate my book even though I have time. In matters of this kind it is the *survival* of the *insistent*. The timid go away mentally starved.

The librarian must show the student how failure to find a given book in its accustomed place is no guarantee it is missing from the library. The book I ask for may simply be misplaced, but the pupil may not realize this; or he may be unable to trace a book so misplaced. A book may have been returned to the library and be lying upon the receiving trucks, or it may be reserved. It may be in the bindery. Just because these matters are not understood, and because of young and old, students and teachers, few know how to trace a subject unless they are in possession of all the data, or how to secure a substitute for a book that is unavailable, they go without. Human nature is much the same in all of us, and what we speak of as "our ignorance" we do not wish to exhibit. We therefore prowl about here and there. We thumb this book and that, make a pretence at interest, and finally take ourselves from the library altogether, thenceforward to rest content with the dictionary and encyclopedia, which by the way, we think we know how to use but probably do not. "The fact that many of those who frequent public libraries are inexperienced, and the still more obvious fact that a vast number of people who do not frequent public libraries, stay outside because they do not know what books to ask for, if they enter, leave a responsibility with the libraries and committees which they cannot escape."<sup>9</sup>

Not only should the public librarian offer instruction to the students who come from the schools, but many librarians will, if

called upon, be ready to visit the schools, and there, in the absence of a trained school librarian, give instruction to the classes. Class room demonstrations on the care of books, opening and handling, keeping them unsoiled and sanitary, on the meaning of title, introduction, copyright and dedications, how to use the table of contents or index—these topics can be made of interest and value to the pupils. The making of outlines, abstracts, or briefs, and the working up of a bibliography are of prime importance and should be required of all high school students. The librarian should seek an early opportunity to address the school in assembly. Here can be brought out the necessity for an organic unity between library and school. The pupils and public may be made to understand that to locate and hand out books is the least important part of the librarian's business. The great question is: "What will the library do if the people will permit it to do it?"

As books of reference, our most common, the dictionary and the encyclopaedia are, as previously hinted, very little understood by the average reader. Practically the only use to which the dictionary is put is to give the proper spelling of a word, syllabification, and in all too few cases where the art is understood, of pronunciation. The length of time required for most high school pupils to search out a given word is appalling. They know little or nothing of how to ascertain the various tones or shades of a word; how to get at the meaning through illustration in the context; to weigh the various forms of usage; to search for synonyms or derivations. For the one who knows how to use it to the best advantage, there is more real information in the commonplace dictionary than comes to the ordinary reader from an armful of volumes. It can be easily understood how the Bible, Pilgrim's Progress and the dictionary laid the foundation for a liberal education in the life of Abraham Lincoln.

The particular field and function of the reference books should be pointed out, and here the librarians will again find their first work with the teachers themselves. For

<sup>9</sup>HUL. Responsibility for the public taste. Library. New Series 7. p. 260. 1906.

just as few teachers know how to use the Cumulative index, the Readers' guide to periodical literature, or have the courage to work over public documents or state papers, so there is lost to them much of the wealth contained in manuals, yearbooks, almanacs, hand-books of dates, facts and quotations, The Readers' Hand-books, Adams' Manual of historical literature, and the many general and special bibliographies. Could librarians instruct the rank and file of the teaching profession in the technique of real reference work a new world would be opened to many a teacher. She could accomplish more in less time, and perhaps feel that she could afford to satisfy her desire for general reading for culture.

You will not presume me so narrow as to hold the librarians entirely responsible for shortcomings in our schools, and for all essential instruction in library and book use. But before the teachers can instruct the pupils the teachers must themselves be taught. Before class work opens in the fall the librarian should meet and instruct the teachers. In the elementary school this may be done by grades. In the high school the teachers of a given subject may form a group for instruction, or all may assemble in a body. It is absolutely necessary that teachers be proficient, for from no one can instruction so well come as from the class teachers. Like morals, the use of books and the significance of good literature can best be taught incidentally to the immature mind. While the set lessons of librarians must be in a sense abstract and formal, instruction in class comes in such mannner and at such time as to show direct application to the work in hand.<sup>10</sup>

The teachers should submit to the librarian a list of topics upon which the various classes will be asked to report during the first days of school. Together with each list the teacher should give the titles of books she desires the class to study. No book or reference should be thus suggested with which the teacher is not perfectly familiar. If she desires the librarian to add to this list she should make this known. The reference list should then be posted in

the library. Both teacher and librarian must keep in touch with the progress of pupils, and encourage them to add to the lists any desirable references found. This will assist the pupils in working out their bibliographies later in the term.

With this proper understanding between teacher and librarian, the former will not shoulder her responsibilities upon the latter. Nor will the librarian fail to meet the emergency call of the student. If the teacher does not inform herself on what the library has to offer, but simply admonishes the student to "go and ask the librarian," both teacher and librarian lose cast with the student. The teacher is held to be ignorant and the librarian a servant. The process as between school and library must be one of integration. The teacher and librarian must work together. Whether in school or in library we must realize the force of Dr. Harris's remark: "It is our policy rather to develop ability than to give exhaustive information. The printed page is the mighty Alladin's lamp which gives to the meanest citizen the power to lay a spell on time and space."

The teachers and the public librarian must strike hands in the matter of selecting books to be ordered. The librarian should be given extended powers in all matters of administration and then held for results. The board is an advisory body and must have the final word as to funds, but if the judgment of the librarian is not to be taken in the matter of selection of books, having first advised with the teachers, he had best seek a new field. The teachers should keep in touch with trade-list journals, catalogs, publishers' bulletins and review columns. Teachers themselves should keep a bibliography on each subject taught and add to it from time to time. They should work in the library side by side with their students, thus giving to the latter the same zest and enthusiasm as comes to them when their instructors take part in their games and sports. This will tend to relieve the library work of any element of drudgery that might attach to it in the pupil's eyes, did they think it was only for those who had to recite.

<sup>10</sup> Mendenhall. Library Instruction in Normal Schools. Public Libraries. 13. p. 39. 1908.

Librarians frequently remark: "We must order what our patrons demand. The people pay the bills. Our readers call for novels and light literature; they do not call for the other kind." This is in part answered by saying that one reason novel readers patronize the library and other readers do not is because the first find their wants gratified, while the others may not be so fortunate. Students can be made of novel readers, just as a course of treatment will make strong healthy boys out of weak and dissipated ones. Many times a boy may be led to better reading by encouragement and by telling him he is capable of going deeper into his subject than are those about him. The books he is reading are interesting but you have something for him along the same line, only of a better order. Little by little a wrong tendency may be changed. The influence here of the teacher is of the utmost value. To preach a taste for good books and then be found reading trash, robs the teacher's opinion of weight and her advice of force.

Many a library is rich along one line of school work and almost barren of books touching other phases. This will probably be due to the bias of the librarian, or more likely to the fact that some particular teacher requires considerable library work of his students, and little by little, books have been purchased for his department. Naturally, the English and history departments in their various phases make the greatest draft upon the library. But care must be exercised lest the library become top-heavy. All subjects have a strong humanizing side and those who study science or mathematics or industrial or technical education must be made to feel that the library is for them as well. Too frequently we endeavor to force the boy who is mechanically inclined to read poetry or English history and try to turn the attention of his more bookish brother toward natural science and the industries. In this way, we say, we shall make well-rounded students. Librarian and teacher must beware lest the boy, halted in his purpose, stop reading entirely and forsake the library. By suggestion and careful direction the boy may be led where he can never be forced.

That the school and library may integrate still further it has been found advantageous in some localities to organize libraries and schools under one and the same management, or, as elsewhere, to have a member of the board of education a member also of the library board. The librarian may in fact be a member of the school board. The same argument would apply to the desirability of this double representation for library and school, as to playgrounds and schools. The same care shown in planning a school building should be exercised in planning a library, and experts should be intrusted with this work. Lighting, heating, ventilation, location of stacks and shelves, arrangement of rooms, offices and desks—these are matters of the first importance. All of this suggests that from the financial side the advantages of the dual representation are obvious. No question would then arise as to the librarian giving necessary time to the school, and here could be located a branch library presided over by a librarian salaried by the school.

Care should be taken not to duplicate unnecessarily the magazines and periodicals found in the school library and those in the public library. In so far as possible the permanent pictures should also be different. Simple but artistic decoration and finishing should always be secured.

Tactful librarians may be of great service in advising with school authorities and principals as to the location of the school library room. If space is at a premium, as it usually is, the library will likely be found in a dark alcove, or in the basement, or on the third floor, or at one side of a dreary study room. Without exception, the library should occupy the best location in the building. It should preferably be removed from sound of playground or street, and be placed on the first or second floor. It should be sunny and commodious, and unless the school is unwieldy, the study periods should be spent here rather than in a study room. The books should be grouped as to subjects—ancient history, English literature, French, chemistry, geography and the like. The pupil should report for study in the library, and take up

his position in the alcove where the books of his subject are grouped. The librarian or an assistant may thus, without loss of time, know what each student is doing and can lend aid or suggestion. If the book or books needed in a given instance are not available the librarian should know this. The pupil, with proper adjustment between teacher and librarian, may not return to his class unprepared and with the excuse that his book was "not in." The small room library with its selected list to meet the needs of the class from week to week, is essential to good work. However, too great a draft must not be made upon the public library. The subject will determine whether one copy of each of several books or several copies of one should be placed in the class room. It sometimes happens that teachers themselves, thoughtlessly or otherwise, have levied on all the reference books in a given subject and then refuse to accept the explanation from the pupils, that nothing can be found.

And "Let the student be sent to the library early and often; there is no more welcome visitor, but let him be sent upon an errand of dignity. Let the subject be one which will broaden his outlook, increase his store of valuable knowledge and increase his pleasure in the use of good books. Do not, I beg of you, even if he be sent, let him work so long over an allusion in a classic which he is studying that he lose all appreciation of the literature and go away from the library with a distaste instead of a taste for 'the best that has been thought and said in the world.' A teacher fails somewhat if the pupils are not led to books. What use if a child be taught to read if he be not taught what to read and where to get it? The teacher should seek to create an appetite for books, the librarian to gratify the appetite created."<sup>11</sup>

Some of the money used in the purchase of new books could more profitably be spent in issuing a series of bulletins, these in sufficiently large editions to provide students and others interested. Clear, simple,

but comprehensive abstracts of books and articles should from time to time appear. Every dollar put into cheap novels, which, when read are out of date and will never again be referred to, would better be devoted to securing additional library assistance and in publishing bulletins. Only in rare instances should a book of fiction or a volume of more pretentious foundation, by an untried author, find place on the library shelves in less than a year from its appearance. The major portion of cheap books would thus never be brought within the library. One authority advises against buying for school libraries, literature less than twenty to twenty five years old.<sup>12</sup> One of the evils of the day is found in the unwholesome novel, the cheap magazine, and the Sunday newspaper. The danger lies not so much in the story itself as in a warped habit of mind soon established in the reader. It is for the teacher and librarian to so analyze the mind of the boy as to properly direct his reading into normal channels.

The children's or juvenile room, if properly conducted, is of the greatest value. Because teachers have their own tasks to perform they can give little assistance here in person. Through counsel and advice they can do much. Story telling and reading to children should have a large place, and hence, to be of the greatest service a sufficient number of assistants or associates must be in attendance here. Our children's rooms in libraries must be modern in method. Stories and readings, given along the line of the school program and school activities, will greatly facilitate the regular teacher's work.

If then the curriculum be crowded and the school system so rigid that no place remains for the humanizing influence of good books, the teacher and the librarian must work the problem out between them. If the pupil's interest lies in statescraft and oratory give him Patrick Henry and Webster and Pitt and Lincoln; if he wishes verse, there is Stevenson and Lowell and Riley and Kipling; if applied science or in-

<sup>11</sup> Jewett. The public library and the school problem. Public libraries, 14:119. 1909.

<sup>12</sup> Public schools and their libraries. Library, New Series 7. p. 373. 1906.

vention, then Franklin and Fulton and Morse and Edison. For each one, young or old, the library may be "made to talk" if only the teacher and the librarian are wise and tactful. The day of the few books is past, and it is worse than useless to deplore the change from the few well known to the many scanned; but at least some good books revealing the life and times of the great epochs in all countries can be well assimilated. A few books should be well digested. But with our libraries overflowing with richness, with books and newspapers and magazines; with pictures and exhibits and lectures; with museums and concerts and recitals, and all given in the name of education, teachers and librarians have great opportunities and increased responsibilities. They must also pave the way that the pupil may gather the kernel from many books of many kinds, and from these manifold sources, all of which are more or less closely related to the library.

Modern methods of teaching lay more and more stress upon the use of the library as a working laboratory for all departments, a means of supplementing the regular text-book work in the class room by the use of books and illustrative materials so as to give the pupil a broader view of the subject and awaken an interest which may lead to further reading on his own account, to create a love of reading and develop a library habit which will lead him to the best use of the public library after school days are over as well as during his school life. "Through the coöperation of principal, teachers, and librarian, the library may be made the very center of the school work."<sup>13</sup> And if either teacher or librarian is disposed to be impatient or pessimistic or narrow she has but to say with Rizal, "Las ideas no tienen patria"—Ideas have no Fatherland.

The CHAIRMAN: The discussion of municipal civil service as affecting libraries was postponed from the last general session to this. Is there any one who has anything to say on that subject? Mr. Jennings is

here and I presume he would like to explain his position a little more thoroughly.

Mr. JENNINGS: From the discussion which followed my paper on Saturday morning, it seems that I failed to make my meaning clear on one important point. The title of the paper was "Municipal civil service as related to libraries" and I thought it was understood that my criticisms were directed at external not at internal civil service. I am convinced that no outside commission should control in any way the library staff. I think we all agree on that.

Two excellent arguments or illustrations have come to my attention during the last two days and I beg to mention them here. The employees of the state Department of Education and the state library at Albany have been chosen for years by the New York state civil service commission. The Commissioner of Education, Dr. Andrew S. Draper, has, however, come at last to the conviction that this system does not secure the best grade of men and women for positions above the grade of clerks and he is seeking either a modification of the system or a complete change that will enable the department to get the best. He finds the need sometimes of persons who do not happen to reside in the state of New York and he desires a method of selection sufficiently elastic to permit the use of judgment on the part of the appointing officer.

The second illustration is the story of a town in the middle West, the name of which I am not at liberty to mention. The library board in this town decided that the library needed a change of librarians and presented their views as delicately as possible to the person who was then librarian. She declined to resign and appealed to the Civil Service Commission and to the mayor. Her appeal was sustained. Now, the library trustees in that town, as in all other towns, were appointed to control the library and manage its affairs. Their first and chief duty, I take it, was to select a competent librarian. Civil service took this power from them and the librarian still retains her position.

<sup>13</sup> Hall. What the librarian may do for the high school. *Library Journal*. 34:154. 1909.

The CHAIRMAN: We are very much obliged to Mr. Jennings for showing us a little further light. Is there anyone else in the room who wishes to speak on this subject? If not, the time has arrived when we ought to adjourn and I now declare this session closed.

Adjourned.

#### FOURTH GENERAL SESSION

(Shakespeare Club, Tuesday, May 23,  
9:30 a. m.)

(Mr. A. E. Bostwick, presiding.)

The CHAIRMAN: When a serious problem comes up for consideration, it can be treated in different ways. Some people avoid it, others deny that there is any problem and others admit that there is a problem, but say that it is insoluble, and still others investigate it seriously and bring out at least something worth while. Those of you who listened to Mr. Chivers' paper at Bretton Woods know he has seriously investigated the question of book-binding. I now have the pleasure of introducing Mr. CEDRIC CHIVERS of Brooklyn.

#### MATERIALS AND METHODS IN BOOK-BINDING

(Supplementary to Bretton Woods Exhibit.)

Speaking of the behavior of books in public libraries, as issued by the publishers, the report of the Binding Committee of the American library association says:

"Cloth-bound books must be withdrawn from circulation and sent to the bindery when they have been in the hands of less than twenty readers. Larger books of travel, history, etc., can seldom be used more than ten times before being rebound, and it is not uncommon to have them torn from their covers before being in the hands of five readers."

It is a matter of concern that we should recognize the seriousness of such a statement as this, and it is our business to remedy such a condition of things if we can.

We recently learned in investigating the qualities of paper of which modern books are composed, that they differ very greatly in so many ways and in such degree as is set forth in Fig. 1. These variations occur in ordinary books, having deleted all the books of extraordinary sizes and qualities, either of the poor or excellent varieties:

6½"x 4¾" will not be recognized as too small a book, and 10¼"x 8" will be recognized as not too large a book.

Books of less weight than ¾ lbs. and greater weight than 5¼ lbs. may be discovered in a library.

Thinner paper than 2.5M. and thicker than 13.25M. may be found.

Tensile strength so slight that the ordinary machines would not record it, and again paper so stout as greatly to exceed 20 lbs. to the inch, occur in every library of any considerable size.

There are also sections thinner and thicker than those recorded on the accompanying diagram.

It may, therefore, be taken that the variations of quality and condition here shown are such as have to be dealt with in the everyday handling of books in a lending library.

It has been shown that previous to 1890 papers in vital respects were more nearly alike and were stronger by more than 50 per cent than those used to-day. Indeed, the comparison is as 8 to 3. There has been little effort made, except in one or two directions, to deal with these alterations in the qualities of books as far as their binding is concerned. Librarians and bookbinders are fully aware of the far greater use to which books are subject in the public library over the use they would get in the case of the private purchaser. We see clearly that the binding which would hold in the one case is totally inadequate for the other.

The cord holding the smaller weight in Fig. II is seen to be too slight to hold the larger weight. Yet this illustrates the state of the case as between the private use of a book and the public use of a book, with the additional disadvantage that owing to the deterioration of paper the bind-

ing represented by the cord has been weakened.

The improved methods which we recommended for dealing with the different classes of paper of which we had become cognizant, implied the use of the most appropriate materials for binding and covering books. An examination of the more important of these is the matter in hand.

Testing the various materials used for covering the books, we find, as we would expect, considerable difference between the breaking strain in the direction of the warp and the strain suffered by the woof, and on Fig. III is given the results of a number of such tests. It will be seen that the ordinary edition cloth, chiefly used in publishers' bindings, suffers a strain in the warp of 25 and in the woof of only 10 lbs. to the half-inch. With stouter library cloth the difference is even larger, being 30 for the warp and 10 for the woof.

A practical suggestion is here made—that if the cloth were used so that the warp should run across the book rather than up and down the cover, a certain amount of strength would be added to the binding. It would not be as much as the difference between the two strains, because attrition and friction would be the same, but considerable additional strength would be obtained. An objection to using the cloth in this way would be urged, that the pattern or design, when it is not an all-over and even one will be found in the direction of the warp, and it is supposed aesthetically to be of more importance that such a pattern should be up and down the book and not across it. This may even on aesthetic grounds be an arguable point, but as a constructive advantage it would seem wise to adopt the suggestion to use the cloth in the strongest way of the threads.

Fig. IV gives the result of testing a number of materials one inch wide, used in bookbinding for end paper lining, plate lining, jointing, etc. These again show the variation of strength value in the warp and woof. It would be evident that in the use of these materials, advantage should be taken of the stronger way of the warp, and use it in the line of strain.

Figs. V, VI, VII show the warp and woof of several kinds of cloth photomicrographed to 56 diameters. They have been prepared in order to visualize the difference between the warp and the woof, which they there clearly do, but are of little importance or advantage to our inquiry, other than as illustrating this one point. It may be of a little interest to observe the penetration of the coloring matter in the case of the thinner face cloth, and the partial permeation with the thicker qualities.

We now come to the consideration of the mechanical values of leather, the subject being of much more importance than that of dealing with cotton or linen materials. Leather has qualities which no other materials possess in adaptability to the binding and covering of books, because if wisely chosen, it is of far greater variety in thickness, softness, pliability, tenacity of adhesion and strength, being capable of adaptation to the exceedingly varied conditions which our diagrams illustrate modern books to exhibit.

The Royal Society of Arts of England appointed a committee in 1901 to discover the reasons for the decay observed with modern leathers, and their very valuable report dealt exhaustively with the phase of the subject they undertook to consider. Some amplification of their inquiry appears to be necessary along the lines we are now pursuing, for supposing leather to be properly tanned and dyed in the manner the report specifies, it is still desirable to know which leathers supply the best mechanical qualities, as above indicated.

Apart from the actual wearing of the leather in use, which it is impossible to follow for the purpose of testing, we may subject leather to tearing and breaking strains, and obtain some useful data of value. The tearing strain is ascertained in the fashion depicted by Fig. VIII.

Fig. IX represents a skin of leather. A, B and C represent pieces of leather cut for the purposes of testing in different directions of the skin, A diagonally across the shoulder, B horizontally across the back, C vertically to the back. There is a grain with skins, but not so distinct as

with artificial materials, and a further test of breaking strain along the lines of A and B will demonstrate this. We have then a test with a piece cut as with C, with another as with B, and a third as A diagonally across the skin.

In Fig. X we have set out the result of testing a number of different kinds of skins. First the thickness in thousandths of an inch is given, then the tearing strain in pounds. The strength ratio is shown and the order of value of the skins compared with each other.

The first leather given, Niger leather unpared, with the total thickness of 190, suffers a tearing strain of 189 lbs., with a strength ratio of .99. If this be taken as a standard one may readily appreciate the values of leathers in respect to their tearing strains. It is a valuable coincidence that the best leather gives a tearing strain of one pound for a thousandth of an inch in thickness, as it facilitates comparisons. An examination of these figures will be instructive.

Our experiences are ratified with the skins of poor quality. Their lives being short, we had become cognizant of their failure, but our interest is aroused by the results given of the more costly and the leathers of greater repute. We were prepared from our practical experience to see that the calf leather should be demonstrated to be very weak, the strength ratio being .21, and the order of value to be 18 in the list given, but it must be viewed with some alarm to discover that French levant morocco should show a strength ratio of .40, and to offer for a thickness of 242 thousandths a tearing strain of only 97 lbs. This is against Niger morocco 190 thousandths to 189 lbs. It arouses the reflection that in the effort to obtain the colors and brightness required with modern book-binding, much of the strength and nature of the morocco has been destroyed.

The leathers in the upper part of the table have been chosen with care, and the moroccos 7 and 5 and pigskins 6 and 12 have been prepared under the specification of the Society of Arts.

The leathers under the title of odd

pieces, were collected from a small book-binder's shop where library books had not been bound. In other words, no effort had been made to obtain the best leather of the different sorts. The results are seen to be bad.

The deterioration of levant morocco is a matter to be viewed with alarm. The order of value of one piece is 7, with a strength ratio of .63, while for another, the order of value is 16, and the strength ratio is only .29. These pieces of leather are similar in color, and were purchased from the same firm, but the poorer quality had been in house some fifteen years, showing a very serious deterioration.

The high value which is shown by the Niger leathers is not a little surprising when it is remembered that these leathers have been tanned by uncivilized natives. The figures have been submitted to Mr. Seymour Jones, who was a member of the committee appointed by the Society of Arts above mentioned, and the following valuable letter has been received, dealing with the subject from the point of view of an expert:

"The breaking strains, as given in yours of the 5th, go to confirm my work in the same direction, and all I have written or spoken on the subject. Two anomalies would appear to require explanation. Levant 87 M. thick breaks at 36 lbs. Again, a piece 55 M. breaks at 35 lbs. Both, I assume, are unpared. You will find that substance, as it increases, does not carry with it a corresponding increase in strength, that is, strength in proportion to substance increases at a decreasing ratio. This is due to the fact that as age creeps on the number of fibres do not increase, but do increase in thickness and some muscular strength, but later not proportionately. Examples: a rope made of 6 strands of  $\frac{1}{4}$ " thick is not as strong as a rope made of 12 strands and  $\frac{1}{4}$ " thick in diameter. The more fibres to a given area, so is the increase in strength proportionately. Hence if you have a piece of leather 2" square and 87 M. thick, and assume you have 1,000,000 fibres, it will not have a breaking strain equal to a 2" say 45 M.



thick and containing 1,500,000 fibres. The second anomaly, namely, why does levant pared to 47 M. break at 22, and Niger pared to 32 M. break at 33? The explanation rests entirely upon two factors:

1. Levant contains from 40 to 50 per cent of tan, which implies over-tanning, whereas Niger contains about 27 per cent of tan.

2. The levant has been robbed of its natural nourishing fat prior to tan. The small amount of fat in Niger has been left in. If the levant contains grease, and still has a lower tearing factor, it follows that the displaced natural fats have not been properly replaced to insure absorption by the fibres as in life. The Nigerian tanner in his so-called ignorance, has been working along the lines of least resistance, allowing atmospheric conditions, temperature and time to operate, with results which give a higher satisfactory result than can be obtained under civilized conditions. In fact, we have much to relearn, but unfortunately the civilized tanner thinks he knows better. I do not know of any skin on the market at the present time which possesses the qualities appertaining to longevity, withstanding attrition, etc., as is possessed by those tanned in Nigeria, and now known as Niger skins. I am of the opinion that of the bookbinding skins on sale, the Niger skins are the most suitable and meet all the demands made by the Society of Arts report. Upon that point I have no hesitation in expressing that opinion."

It must be borne in mind that the figures here given deal with only one quality of the leathers under consideration, that is, their strength in resisting the tearing strain. Other important qualities are necessary. This may be illustrated by referring to the hand-grained Persian goat, whose order of value is 10, and whose strength ratio is .52 in tearing strain. This leather has been subjected to the following criticism by the Society of Arts Committee, and we may therefore expect to discover very different results after two or three years' use in the library. The report says: "The Persian tanned goat skins are extremely bad. Books bound in this material are shown to have become unfit for

use in less than twelve months after binding." This doubtless because of bad tanning, the results of which are not immediately apparent.

The breaking strain of various leathers is arrived at by taking strips in the way depicted in Fig. IX, A and B. These will be found set out on Fig. XI, first the thickness, then the breaking strain, the strength ratio follows and its order of value.

In a general manner the tests for breaking coincide with the "tearing" tests, and become together valuable as giving data of the comparative mechanical strength of leathers. It is necessary always that this strength should be allied with good tanning and dyeing, in order to obtain the full advantages required.

This short inquiry has already shown the necessity for constant watchfulness in the selection of leathers for books requiring to be protected either for extra hard usage or for a very long life.

Until these tests were undertaken we have always assumed that the higher priced French levant moroccos were above any reproach, except that of their cost, but it is here demonstrated that they are not reliable, and that the native tanned skins of Africa are greatly their superior in both respects of strength and probable longevity.

Are we therefore to select from the open market Niger leather when it is required for either of these two purposes—of strength and longevity—for the binding of books?

The following experiment will show the danger of trusting with any confidence to the commercial use of the word "Niger." Leathers purporting to be Niger leather and to have the wearing qualities which have already become known in the trade, were recently offered for sale and were subjected to chemical and mechanical tests. The results showed that in one case the leather was decidedly not Nigerian, and in the other that if it were Nigerian it had been so abused in its tanning and dyeing treatment as to destroy its distinguishing merits.

The mechanical tests show the results

depicted upon Fig. XII. While real Nigerian leather shows a tearing strain of 189 to a thickness of 190, the leather offered as Nigerian leather and now under question showed for a thickness of 88 a tearing strain of only 27. In other words, real Nigerian leather showed three times the strength of the imitation.

This demonstrates either one of two cases: the leather, which we will call "Imitation," could not have been Nigerian leather at all, or it had become partially destroyed in fitting it for the market. The grain was evidently plated, the color far too even and the skin too perfect in appearance to be real Nigerian leather. A breakdown in use would occur indubitably where strength would be required, and should the leather be used for books requiring to give long service, its treachery would become presently more apparent and disastrous. If the leather were real Nigerian and had been dealt with so that two-thirds of its original strength would be lost, other results of premature decay would most certainly follow. It is, therefore, apparent that care and inquiry must be made by librarians who intend to have their books properly bound and covered.

The importance of using the best of leathers for the binding of books cannot be overestimated. These are not necessarily high in price if fine finish is dispensed with.

There is no material existing which can be compared with leather for lining or binding the backs of books.

It is the only thing we know of which, with its many qualities of thickness, pliability, strength and tenacious adhesiveness, is at all adapted to the varying qualities of modern books.

Fig. I shows how many varieties there are, and a calculation from these data or the experience of any librarian or book-binder will tell of many hundreds of kinds of books.

The range of appropriate materials when leather is not used is woefully short, and in no case can any of them be used for the linings of the backs of books; their effectiveness is limited to their service as covering materials only. Leather answers

both purposes of covering and lining or binding the back.

The statement in Fig. XIII will illustrate this point. While the books themselves have a very wide range of inconstancy, the materials at the disposal of the machine binder, as distinguished from the leather binder are, as seen, very limited.

In cloth, endpapers, linings, etc., as here set out, the qualities are very few. The case is totally different with leather. A careful and informed binder is able to obtain such a range of qualities in leather as enable him appropriately and effectively to deal with the hundreds and more variations of modern books.

Much has recently been written of machine sewing and its value for library books, but machine sewing can be used only by sewing through the fold, and it has been demonstrated that with 7,000 different books published during the last three years, only 400 of them were of good enough quality to allow of being sewed through.

All the other 6,600 books were of paper so bad that the act of folding deprived the paper of 50 per cent of its strength, while its original strength showed a deterioration of more than 50 per cent over that in common use twenty years ago.

Nearly all modern books must be hand-sewed in order to give reasonable service, and they must be bound and covered with pliable, tough and chemically pure leather to insure long life.

The librarian who is interested enough to give the subject a little time and attention, may obtain both these qualities for the books under his charge, and this at no greater cost than is often incurred for unreliable work and materials.

Mr. HILL: Mr. Chivers showed us a piece of levant morocco, a piece which had been in use fifteen years, and I wonder if he has a piece of pig skin for comparison in the same way.

Mr. CHIVERS: No, I have not, but I can tell you about the pig skin. I was chiefly instrumental, twenty-five years ago, in bringing pig skin on the market. Pig skin is only the grandson of hog skin. I never

DIFFERENCES IN  
THE PHYSICAL QUALITIES  
OF  
ORDINARY LIBRARY BOOKS











<u>SIZES</u> 6½×4¾ to 10¼×8		
<u>WEIGHT</u> ¾lb to 5¼lbs		
<u>VARYING THICKNESS OF PAPER</u> 2.5 <sup>M</sup> to 13.25 <sup>M</sup>		
<u>TENSILE STRENGTH OF PAPER, FOLDED READY FOR BINDING</u> 1.3 to 20		
<u>THICKNESS OF SECTIONS</u> 13 to 73		

FIG. I

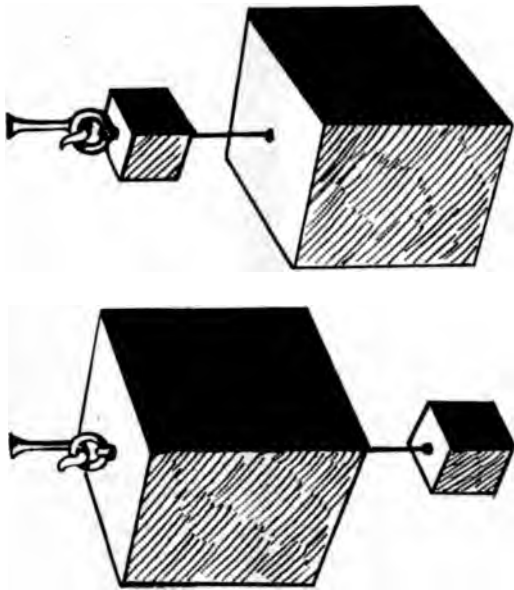


FIG. II

CLOTHS TESTED FOR BREAKING STRAIN				
SIZE OF PIECE TESTED $7\frac{7}{8}$ inch $\times$ $\frac{1}{2}$ inch				
MATERIAL	BREAKING STRAIN			PRICE PER YARD
	WARP	WOOF	MEAN	
Vellum Buckram	70	43	56·5	41c
Ditto	66	42	54	34c
Ditto	63	30	46·5	41c
Ditto	55	38	46·5	41c
Art Buckram (all linen)	83	44	63·5	41c
Canvas Buckram	42	15	28·5	28c
Ditto	39	26	32·5	28c
H. Cloth	65	29	47	25c
Unglazed Buckram	68	40	54	41c
Library Cloth	55	39	47	34c
Ditto	30	10	20	21c
All Linen	48	35	41·5	34c
Durabline (thick)	68	30	49	1·07c (Extra Wide)
Ditto (thin)	45	18	31·5	44c
Editions Cloth	25	10	17·5	20c

FIG. III

# LININGS TESTED FOR BREAKING CHAINS

SIZE OF PIECE TESTED  $7\frac{1}{8}$  inch x 1 inch

MATERIAL	BREAKING STRAIN			PRICE PER YARD
	WARP	WOOF	MEAN	
Silkette (Sleeve Lining)	41	22	31·5	27c
Ditto	31	15	23	26c
Taffetine	25	14	19·5	31c
Jaconet	31	12	21·5	15c
Ditto	25	17	21	15c
Ditto	18	15	16·5	14c
Ditto	10	8	9	14c
Linen	35	25	30	73c
Ditto	55	28	41·5	52c
Ditto	40	21	30·5	38c
Linenette	32	22	27	16c
Ditto	29	18	23·5	16c
Cambric	31	10	20·5	12c
Ditto	24	13	18·5	10c
Holland	33	27	30	24c
Glove Lining	32	18	25	16c

FIG. IV

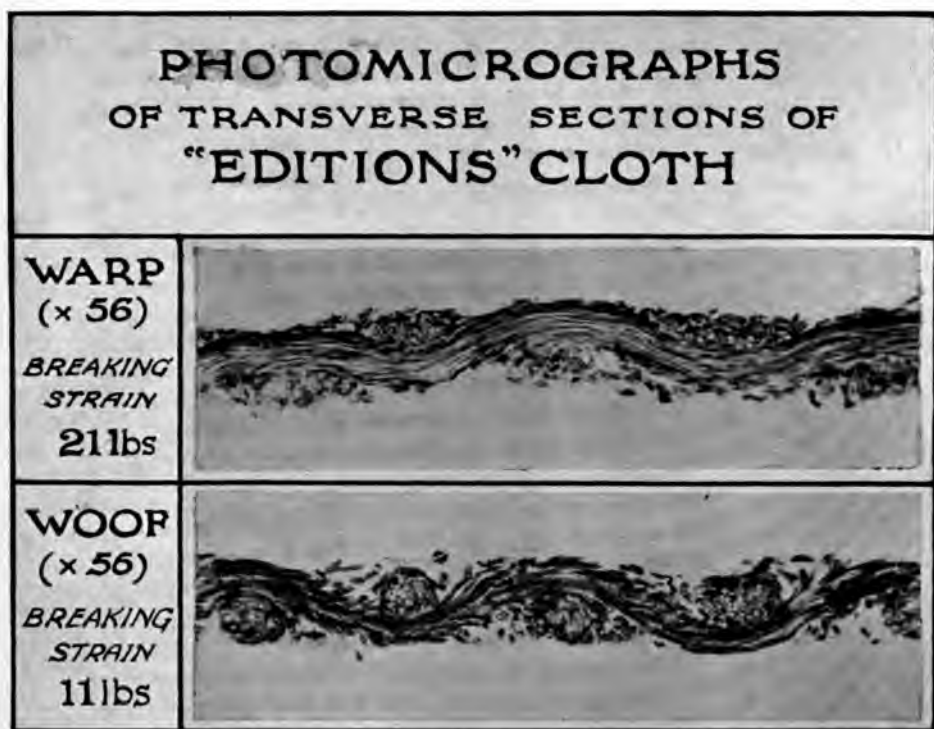


Fig. V

**PHOTOMICROGRAPHS  
OF TRANSVERSE SECTIONS OF  
LIBRARY CLOTH**  
(GRAINED SURFACE)

**WARP**  
(x 56)

*BREAKING  
STRAIN*  
**55lbs**



**WOOF**  
(x 56)

*BREAKING  
STRAIN*  
**39lbs**

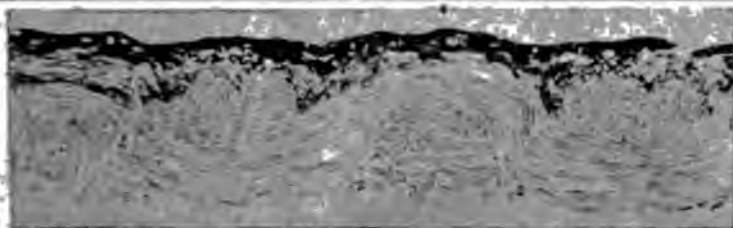


FIG. VI

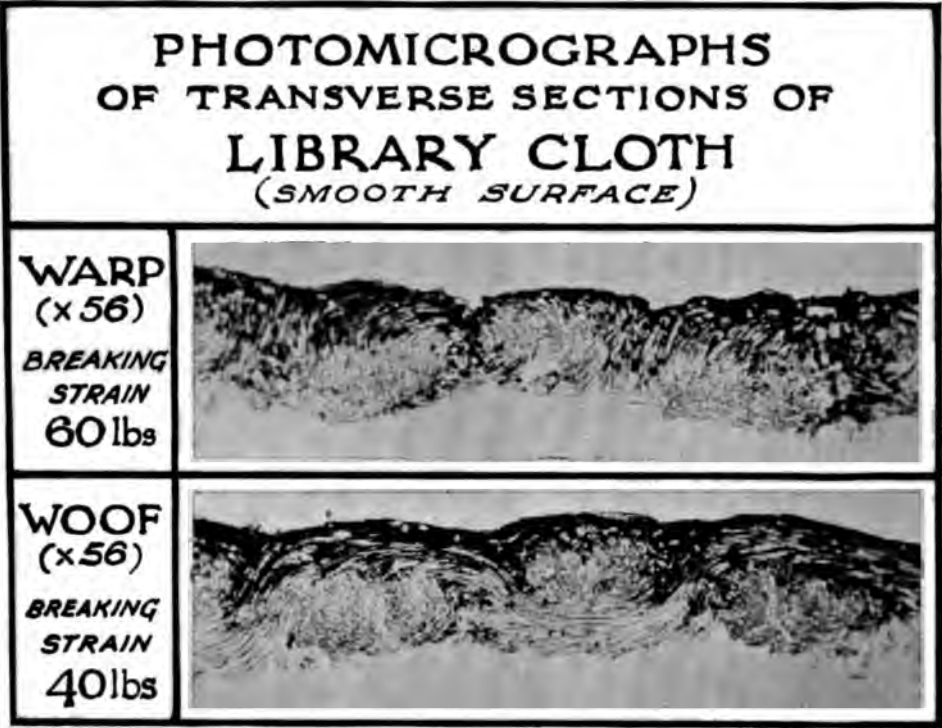


FIG. VII



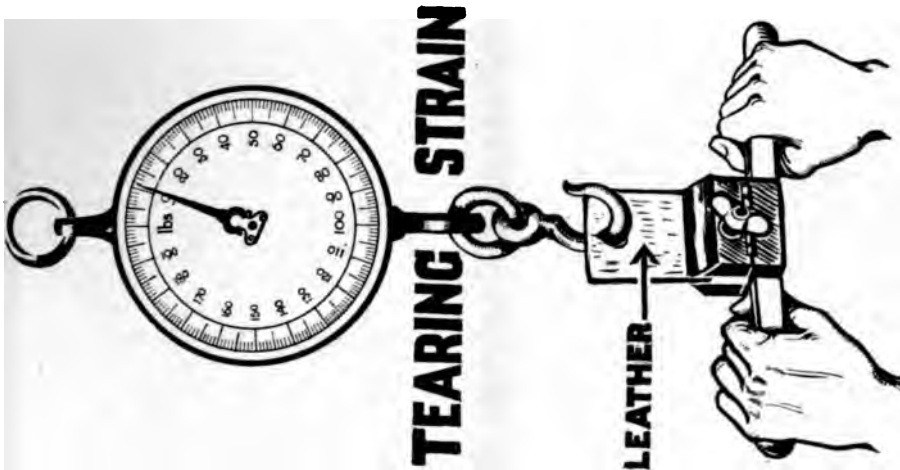


FIG. VIII

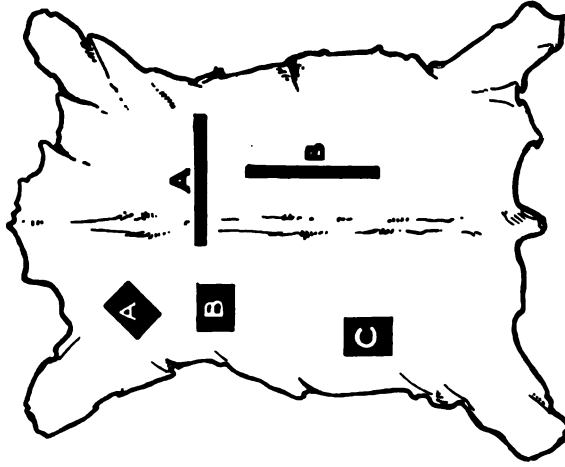


FIG. IX

# TEARING STRAINS OF VARIOUS LEATHERS

SIZE OF PIECE TESTED  $2\frac{1}{8}$  inch x  $1\frac{3}{4}$  inch

Ref. No.	LEATHER TESTED	THICKNESS in 1000th of in.				TEARING STRAIN in lbs.				Strength Ratio	Order of Value
		A	B	C	TOTAL	A	B	C	TOTAL		
9	Niger Leather(un-pared)	70	65	55	190	63	81	45	189	.99	2
2	Niger Leather (goat)	45	40	39	124	31	40	32	103	.83	4
—	“ “ (sheep)	40	40	36	116	36	41	35	112	.96	3
—	“ “ (pared)	32	33	33	98	33	21	20	74	.75	5
1	Soft Niger Leather	21	21	20	62	16	16	12	44	.70	6
11	Imitation Niger Leather	29	29	30	88	9	7	11	27	.30	15
—	Ditto	29	29	29	87	10	11	10	31	.35	14
—	Thick Levant (un-pared)	87	80	75	242	36	24	37	97	.40	13
3	Levant Morocco	50	55	50	155	20	21	22	63	.40	13
14	Ditto	45	48	45	98	10	10	9	29	.29	16
10	Ditto	55	50	50	155	35	35	28	98	.63	7
7	Morocco (thick)	70	57	55	182	29	21	23	73	.40	13
5	Morocco (thin)	37	37	39	113	15	16	19	50	.44	11
13	Hard Grain'd Persian Goat	31	32	34	97	19	20	12	51	.52	10
6	Pigskin	36	34	32	102	14	18	11	43	.42	12
12	Pigskin	33	30	30	93	26	13	15	54	.58	8
—	Seal	40	45	36	121	23	23	20	66	.54	9
8	Roan	22	22	23	67	20	15	12	47	.70	6
—	Cowhide	23	25	18	66	5	5	$4\frac{1}{2}$	$14\frac{1}{2}$	.21	18
—	Cowhide	12	12	12	36	4	$2\frac{3}{4}$	$2\frac{1}{2}$	$9\frac{1}{4}$	.25	17
4	Calf	25	23	32	80	6	5	$6\frac{1}{2}$	$17\frac{1}{2}$	.21	18
—	Vellum	10	10	18	38	11	14	20	45	1.18	1

## ODD PIECES OF BOOKBINDERS' LEATHERS TESTED

	Morocco	34	—	—	34	12	—	—	12	.35	
	Ditto	35	—	—	35	20	—	—	20	.57	
	Ditto	31	—	—	31	16	—	—	16	.51	
	Ditto	23	—	—	23	6	—	—	6	.26	
	Law Sheep	38	—	—	38	6	—	—	6	.15	
	Cowhide	28	—	—	28	5	—	—	5	.17	
	Ditto	33	—	—	33	7	—	—	7	.21	

FIG. X


# BREAKING STRAINS OF VARIOUS LEATHERS


SIZE OF PIECE TESTED  $7\frac{1}{8} \times \frac{1}{2}$  inch

Ref. No.	LEATHER TESTED.	THICKNESS thousandths of in.			BREAKING STRAIN in lbs.			Strength Ratio.	Order of Value.
		A	B	TOTAL	A	B	TOTAL		
9	Niger Leather	60	52	112	61	111	172	1.53	2
2	Niger Leather (Goat)	43	40	83	73	92	165	1.98	1
1	Soft Niger Leather	21	21	42	21	28	49	1.16	4
11	Imitation Niger Leather	30	30	60	31	22	53	.88	7
3	Levant Morocco	63	65	128	62	75	137	1.07	5
14	Levant Morocco	45	48½	93½	18	28	46	.49	12
10	Levant Morocco	56	52	108	32	33	65	.60	11
7	Morocco (thick)	64	50	114	34	35	69	.60	11
5	Morocco (thin)	40	46½	86½	30	32	62	.71	10
13	Hard Grained Persian Goat	32½	32½	65	25	35	60	.92	6
6	Pigskin	34	37½	71½	43	53	96	1.34	3
12	Pigskin	32½	30	62½	25	28	53	.84	8
8	Roan	27	24	51	20	18	38	.74	9
4	Calf	24½	25	49½	6	8	14	.28	13

FIG. XI

# IMITATION (SOLD AS REAL) NIGERIAN LEATHER


	THICKNESS	TEARING STRAIN
A	29	9
B	29	7
C	30	11
88  27		

	THICKNESS	TEARING STRAIN
A	29	10
B	29	11
C	29	10
87  31		

## NIGERIAN LEATHER

THIN

THICK

	THICKNESS	TEARING STRAIN
A	21	16
B	21	16
C	20	12
62  44		


	THICKNESS	TEARING STRAIN
A	70	63
B	65	81
C	55	45
190  189		

FIG. XII

NEARLY CONSTANTS	PRACTICAL VARIANTS	INCONSTANTS
<b>QUALITY OF BINDING</b>  <i>Quality of cloth</i> . . . 3 Values <i>" Machine sewing</i> . . . 2 " <i>" Boards</i> . . . . . 3 " <i>" Thread</i> . . . . . 3 " <i>" Mulls, supers and</i> <i>" Linings</i> . . . . . } 4 " <i>" Tapes and strings</i> . . . 3 " <i>" End-papers</i> . . . . . 2 " <i>Attachment of book</i> <i>to cover.</i>		<b>QUALITY OF BOOKS</b>  THICKNESS OF PAPERS { VARIES FROM 2.5 TO 13.25 STRENGTH OF PAPERS { VARIES FROM 2 lbs TO 16 lbs THICKNESS OF SECTIONS { VARIES FROM 1 TO 6 SIZE OF BOOK { VARIES FROM 6 1/4" x 4 1/4" TO 10 1/2" x 8 OR 30 x 84 sq. ins WEIGHT OF BOOK { VARIES FROM 3/4 lb TO 5 1/2 lbs

FIG. XIII

would allow it to be called hog skin. Some of the manufacturers wanted to call it that, but I would not permit it. It would be a case of living on the reputation of its ancient relatives. This pig skin was sent from Chicago, but it was never used generally. At any rate, it was used more largely for library purposes than anything else. And the leather never was allowed to be treated as sheep and these other leathers which show signs of deterioration. I don't believe pig skin is as good a leather as sheep. Pig skin has really been kept out of the competitive market and the result is very good.

The CHAIRMAN: The subject is an interesting one, but there is hardly time to pursue it further, and we will now proceed to the regular business of the day and hear the report of the Committee to confer with the publishers of newspapers on the deterioration of newspaper paper, Mr. Frank P. Hill, of the Brooklyn public library, Chairman.

Mr. HILL: Mr. President, the Committee appointed to confer with the publishers on the deterioration of newspaper paper, consists of Messrs. Wadlin, of Boston, Chivers and Hill of Brooklyn. Notice of the appointment of this Committee was received by the members so late as to make it impossible to present a satisfactory report at this meeting. Mr. Chivers has made a large number of experiments with newspaper paper and the Committee has made arrangements with a number of the publishers in New York to meet in conference some time in the fall. Therefore, all I can do now is to make a report of progress and request a continuance of the Committee.

Mr. ANDREWS: Mr. Chairman, perhaps Mr. Hill could say if they have made any further experiments in the strengthening of paper. Mr. Chivers alluded to the use of cellit. Is that the same as the German solution which we heard about at Bretton Woods?

Mr. HILL: Mr. President, it is similar, but the members of the Committee feel they would prefer not to make a partial report at this time, because it would be

more satisfactory to complete the experiments which Mr. Chivers has already begun, rather than make the report piecemeal.

The CHAIRMAN: The report will be received. I suppose that the Executive Board will continue the Committee.

I am sure that you do not wish me to introduce President Benjamin Ide Wheeler, of the University of California, in a long speech. That is not necessary. You all know him and I am sure it is your wish that he should proceed as soon as possible to the address. I therefore have pleasure in introducing President BENJAMIN IDE WHEELER, of the University of California.

(President Wheeler spoke on the attitude librarians should hold toward the work of their profession, but as his remarks were entirely extempore he has requested that they be not published.)

The CHAIRMAN: We thank President Wheeler for his charming address, which I am very certain will help many of us to realize that we are emerging. I would venture the assertion that some of us had gotten our heads above water and stretched out our arms and were preparing to strike out vigorously for the professional shore.

Some one said yesterday that California seemed to be a composite photograph of the United States. We meet people from all sections of the country and we find the conditions of many sections reproduced here. Especially is this true of the educational institutions of California, not only of the state university, of which Dr. Benjamin Ide Wheeler is president, but also of Leland Stanford University. We have here in Pasadena a most admirable institution, the Throop Polytechnic Institute, and the head and guiding soul of that institution is President J. A. B. SCHERER, whom we are to have the pleasure of hearing now.

#### BOOKS AND THE EFFICIENT LIFE

Efficiency is the ability to get profitable results with a minimum of friction and waste. Everybody is in favor of efficiency

except Mr. Gilbert K. Chesterton, that strange quadrangular contemporary reincarnation of Samuel Johnson, Thomas Carlyle, Protagoras, and Thomas à Kempis. "There is nothing that fails like success," says this paradoxical Jovian sophist; and again the medieval mystic in him exclaims, disdaining our modern efficiency: "I will lift up my eyes to the hills, from whence cometh my help; but I will not lift up my carcass to the hills, unless it is absolutely necessary."

In spite of Mr. Chesterton, the slogan of modern educational theory is efficiency. The latest and very good word on the subject points out that "predigested education and printer's ink will not produce successful and virile men. In the school of to-morrow it will be boys more than books, and living more than letters." The new school "will make for the health of the body—fresh air, wholesome food, adequate exercise, and manly work; it will make for the health of the mind—sanity, alertness and reliability; it will make for the health of the spirit—habits of social justice and expressions of divine truth. Furthermore, it will direct its youth into the paths of industrial efficiency and world service."

I suppose that half of the reason why this particular subject was assigned to me is the fact that I happen to be president of one of those schools that confessedly stand for industrial efficiency—"one of those schools," as Mr. Roosevelt said when he spoke for us on the twenty-first of March, "the development of which has meant more for the permanent efficiency of Germany in the modern European world than any other one thing." And I suppose that the other half of the reason why I am asked to discuss the subject, "Books and the Efficient Life," is because the trustees of this new technical college, being resolved that it should not be too technical, called to its presidency a man who knows no more of technical engineering than the traditional pig (who was probably a college president among the pigs) knew about holiday.

It is a part of our creed and curriculum,

our preachment and practice, at Throop Polytechnic Institute, that books and the efficient life should go together—the boys are getting it drilled into them, I hope, every day. Of course I do not mean text-books—these are but tools for the teacher; but the great books, of the stuff that make verities; books of the sort that charmed Gilbert de la Porrée in the twelfth century into his now famous rhapsody:

"I sit here with no company but books, dipping into dainty honeycombs of literature. All minds in the world's history find their focus in a library. . . . Never was such an army mustered as I have here. No general ever had such soldiers as I have. No kingdom ever had such illustrious subjects as mine, or half as well governed. I can put my haughtiest subjects up or down, as it pleases me. I call 'Plato,' and he answers 'Here'—a noble and sturdy soldier. 'Aristotle,' 'Here'—a host in himself. 'Demosthenes,' 'Cicero,' 'Cæsar,' 'Tacitus,' 'Pliny'—'Here!' they answer, and they smile at me in their immortality of youth."

The supreme example and illustration of the influence of a few great books on an efficient life is of course the modern instance of Lincoln—doubly impressive because his life was so singularly efficient and the books that moulded him were so great and so few. Mr. Herbert Croly, in "The Promise of American Life," says:

"With the sound instinct of a well-balanced intelligence, Lincoln seized upon the three available books, the earnest study of which might best help to develop harmoniously a strong and many-sided intelligence. He seized, that is, upon the Bible, Shakespeare, and Euclid."

The assiduous study of Euclid made Lincoln an intellectual rail-splitter. He used to lie abed at nights in the inns on his law circuit and split Euclid's rails by the light of a tallow dip. Shakespeare, that "priest to us all of the wonder and bloom of the world," broadened and deepened his very human sensibilities; while "the grand simplicities of the Bible" nourished and directed his will. His life was supremely efficient because it was harmonious and

full. He was not a typically intellectual man, nor a dominantly emotional man, nor yet an indomitably practical man; he was better than any of these: he was a man. He "saw life steadily and saw it whole"—and his great books exactly helped him to this wholesome ease of the spirit, this rounded efficiency of character.

The chief need of the merely efficient man is character. Books help to give him that, if wisely chosen and properly digested. Among the elements of character, for example, is a reasonable modesty; a sense of proportion and relative values, to keep a man from making a fool of himself by thinking of himself more highly than he ought to think. Now, one of the dangers of the merely efficient man, who has not read the great books, is his danger of coming to the pass when he will have to carry a shoe-spoon around with him to put his hat on with. Your merely efficient man is liable to be worried with the never-absent notion that he has got to be proving all the time that he is just as good a man as you are, and probably a little bit better. Owen Wister hits it off neatly as one of our national traits:

"We cannot seem to let ourselves alone; we must talk when there is nothing to say; we must joke—especially we must joke—when there is no need for it, and when nobody asked to be entertained. This is the nervousness of democracy; we are uncertain if the other man thinks we are 'as good' as he is; therefore we must prove that we are, at first sight, by some sort of performance."

The most grotesquely humorous performance of this sort that has ever come under my notice is itself in the shape of a book—O books! what crimes are committed in your name!—printed by a merely efficient man for the apparent purpose of declaring that he is a great deal smarter than any of those who ordinarily write books or read books or teach books. He is a highly efficient person, he is even a "captain of industry," with a store of industriously acquired technical knowledge, although he is not, thank Mercury, the product of a technical school—being a

self-made man who worships his creator every day. The book is deliciously humorous, but naively, unconsciously so. My point is, that if the author (whose name might be Croesus Malvollo, but isn't) had ever read half a dozen great books in his life, he would never have thought of writing this one; they would mercifully have saved him from writing himself down, as it were, in this ludicrous attempt to demonstrate that a man may be a very great and important personage indeed without an iota of education or culture.

In the presence of the great books the fool is silent and the knave afraid. Upon him who snubs their noble company they may wreak a terrible revenge.

There is a single writer of whose works even a cursory knowledge will prevent the twentieth-century enthusiast from the flamboyancy of ignorant pride. He lived four hundred years before Christ, yet he wrote what Professor Paul Shorey calls "a book of tomorrow." "The division of labor, specialization, the limitation of the right of private property, the industrial and political equality of women, the improvement of the human breed by artificial selection, the omnipotence of public opinion, the reform of the letter of the creeds to save their spirit, the proscription of unwholesome art and literature, the reorganization of education, the kindergarten method, the endowment of research, the application of the higher mathematics to astronomy and physics—such are some of the divinations, the modernisms, of that wonderful work," *The Republic of Plato*: to say nothing of its brilliant and compelling poetry.

The great books implant modesty in the efficient man, and they also ripen his tolerance into a positive broad generosity. He has thought of the medieval ages as unrelievedly dark; but an essay like that of Frederic Harrison's shows him that the thirteenth century was only a little less wonderful than the nineteenth, while Storrs's Bernard of Clairvaux lights the "dark ages" with beacons. His wholesale contempt for paganism may be tempered

by another American historical writer, Mr. James Freeman Clarke, while his ignorant "Jingoism" may get its antidote in Goldwin Smith's political history of this country, and his patriotism be illuminated by a reading of Alexis de Tocqueville and Bryce. Should he be Southern, he will read the letters and addresses of Lincoln; or Northern, the recollections and letters of Lee. In either case he will be a better American. A history of philosophy will relieve him from the bigotry of science and from a cheap contempt for pure speculation. A dipping into the red-blooded heroic life of Martin Luther will teach him that the German Reformation was worth while, although he read of it in the balanced pages of Mr. Lilly, as well as in the bludgeon chapters of Carlyle. When discussing the universal hope of immortality he will not affect to forget the testimony of Jesus Christ, as the Ingersoll lecturers have done; broad minded enough to revere the great pagans, he will be brave enough to acknowledge Christianity as a historic fact of considerable importance, to say the least. From Japan and China he may learn that a genuine civilization may be built upon totally different architectural plans from those employed by the Occident, and he will acquire a new and healthy respect for old Asia. There is nothing more awakening and stimulating to a dormant sense of catholicity than this—to make for oneself the intellectual discovery of Asia.

"Then felt I like some watcher of the skies  
When a new planet swims into his ken;  
Or like stout Cortez when with eagle eyes  
He stared at the Pacific . . .  
Silent, upon a peak in Darien."

The great books, while enlarging the scope of the sympathies, also deepen and enrich them. Such books not only teach a man to respect other nations and ages—they do what is better; they help him to know men. To the efficient man nothing else is quite so important as this. If the engineer is to know the men of his kind, with whom he has to deal far more formidably or intimately, as you please, than

with bridges or dynamos, he must read them in the pages of the great writers of English, at least, from Chaucer and Shakespeare to Rudyard Kipling and Mark Twain.

To me this is the chief glory, as it is the unsurpassed distinction, of Charles Dickens: that he built up a human laboratory with his books, wherein you may study at your leisure the salient types of the every-day folk that you meet on the street or in parlors or churches or slums, so that you have a mental card-index ready at hand for classifying almost any new acquaintance, provided only that he have the slightest affinity for caricature. You may see a mild Pecksniff marching down the aisle of almost any Protestant church of a Sunday, while Merry and Cherry sit demurely in his pew well towards the front. I know at least one Mr. Lorry here in Pasadena, and have met Sidney Carton and Lucie Manette in the flesh. I used to know Micawber and have even seen Uriah Heep blowing down the friendly ear of a village doctor's mule. Mr. Boffin and Jenny Wren and the scallawag Silas Wegg are our mutual friends. Who does not know and love Tom Pinch and Mark Tapley and Little Nell and Captain Cuttle and the Dombey boy, as well as David Copperfield himself, to say nothing of Peggotty and Aunt Betsy? The progeny of Mr. Gradgrind still survive, a type of the unfittest, in the modern school, while the Podsnaps and the Veneerings continue to bourgeon in contemporary society, and Bill Sykes and Fagan infest our modern slums. I do not speak now of Dickens' vast beneficent influence in lessening the square miles of slum areas in our cities, in redeeming the more hideous horrors of the jails, in straightening out the schools and the courts of chancery, in brightening childhood. He is one of the most efficient humanitarians of any age. But at present I speak of him as a powerful and delightful psychologist, of whom it may be said as of no other English author, that he actually creates his characters, so that you do not remember them as having been met in a book, but



as having been actually known and loved or dreaded in a life that you lived in company with this "cockney novelist" at whom some critics sneer.

In the really great humanists of English literature you get down to the radical laws of truth as affecting humanity. Take Shakespeare, for example. He is not a conscious preacher of moralities—far from it. Indeed, he is not a conscious preacher or teacher of anything, because he never intended any of his writings, except some of his short poems, for a life between book-covers; his plays were written to satisfy the clamor of the stage, and he doubtless never dreamed of their immortality when he begot them. But what a teacher of profound human truth is he become! How clearly (for example), and with what passionate earnestness, does he set forth the workings of treachery, which to him was the quintessence of sin,—the canker eating out the heart of man, the worm that kills truth, the acid rust that breaks the ties of human brotherhood.

In Hamlet you see all the bonds breaking. Human ties snap harshly, one by one—the bond between ruler and subject, the bond between mother and son, the bond between maiden and lover, the bond between friend and friend—and it all grows out of a single act of treachery between brother and brother. Likewise the three tragedies that reveal the progress of spiritual struggle in Shakespeare's soul deal severally with the sundering of sacred ties. In Macbeth it is ruler and subject, in Lear it is fathers and children, in Othello, husband and wife—and through them all creeps the shadow of Judas, clothed now in some queenly giant shape of "steely feminine cruelty," or again in glittering heroic armor or in kingly trappings, or yet again in the most perfect garments of Iago. Nowhere save in the pages of Holy Writ itself is treachery made so terrible, or falsehood so revolting, or a lying life so black, as when we see these velvet-footed devils in their prime. The measure of Shakespeare's greatness as a moral teacher is discerned when you compare his treatment of sin with the treat-

ment which modern "moralists" such as Zola accord to crime. In the latter case the esthetic sense is rudely shocked; but Shakespeare leaves you with a shuddering horror for sin in its acme and essence.

In these days when, as Emerson says, we need to revise our theory of success, it is Shakespeare that helps us to do it. The example reaches its summit in Lear. There is the poor old king on the moorland, ragged, pinch-bellied, bleeding; his companions only heightening his misery—the crazy clown with his whimpering wit, crazy Tom with his blood-curdling folly. The storm beats and howls, the lightning flashes, the heavens bellow with woe; and all the time the serpent's tooth is gnawing at the old king's heart. Then later you see him with the dead Cordelia. Shakespeare could have spared her to him if he had followed the ancient story as he found it; but he is not that kind of a moralist. This modern Job will face the hard facts as they are, though they wrench the marrow from the joints. And so we see her with the hangman's livid mark about her neck, dead in the old king's arms. But look you! Do you not feel in that moment, as you view the lowest depths of mortal woe, that you would rather be the poor old jabbering Lear, or the stark and fallow thing that was Cordelia, than the triumphant smiling duke upon his throne? This is what Shakespeare has done for us: he has stripped innocence and purity so bare that you see them as nothing but a name; he has surrounded them and clothed them with failure, with abject ruin, with utter and absolute loss, while wrong sits smiling on the throne; *but he has made you envy the vanquished.*

Macbeth is the moral counterpart to King Lear. It shows the other side, and in detail; depicting the triumph of unrighteousness, but showing by far subtler methods than didacticism that such a triumph is failure. Lear illustrates the victory of defeat; Macbeth, the failure of success. The lord and his lady accomplish everything for which they have plotted; but her outraged woman's nature

takes revenge, being too frail for such heavy business. First comes woeful dreaming, and then a tortured death. As for him, he is highly efficient; he achieves success. He is the man of destiny; his luck has not yet failed him; he is at the very summit of prosperity. But listen! From the height of his perfect ambition he utters that hopeless, heartbroken cry about the sear and yellow leaf—of "curses, not loud, but deep." That is Shakespeare's moral judgment of "the gospel of success," although the phrase had not been minted in his time. It is a lesson we need at this hour. The efficient man who triumphs really fails unless he triumphs righteously. Thus the great books reveal the radical truths of humanity, and teach the deep lessons of character.

I am old-fashioned enough to believe that your efficient man cannot afford to neglect his Bible. I do not allude now to its literary majesty and beauty; reams have been written recently in praise of "that vast Oriental beaker brimming with poetry," as Victor Hugo has called it; and here in America Richard G. Moulton is doing a man's work in unvelling it, a veritable hidden Grail these several centuries. I praise it now not as a vessel of beauty, though it is that too, but as the true "chalice of the grapes of God," whereof if a man drink valiantly he may know the truth that makes men truly free.

A knowledge of the great books will beget self-confidence, and that is a good gift of efficiency. I think that history and biography tend especially to do this. In our enthusiasm for the present we must not ignore the past; it has sap for our sinews, inspiration for our hardest endeavor. To cut oneself off from the past is to break with the record of human experience. The efficient man should find the line of historical continuity which binds him to the race, trace it, and so link himself in the chain of universal endeavor. He discovers that he is what he is because the past has made him what he is; the clash of ancient arms, the rush of centuries, the rise and fall of nations, have all mixed in the molding of a man.

So a thoughtfully directed study of history brings a large and noble self-respect to be gained in no other way. History is the memory of the race. It heightens the sense of identity which the individual memory had established. It multiplies the lessons of wisdom indefinitely by broadening the imagined experience—teaching the conservation of past good and the avoidance of what the race has learned to be futile or evil; and thus stiffens a man's self-confidence while limbering and indeed liquefying his self-esteem.

Biography is of comparable value, even though history be not, in Carlyle's phrase, the mere biography of great men. It is a good thing to come close to these giants, and feel the touch of nature that makes us all akin. They help us to mount obstacles by the splendor of lustrous example; but they also keep us from despair of our follies as we smile at their follies, and cheer us in the humdrum tedium of the common lot. I like to know that Shakespeare, the supremest of poets, kept a practical eye to the windward of business affairs, and so prospered; I even like to think that in his youth he may have poached. It is good to see our own cold Washington fling an inkstand at the head of one of his pinchbeck soldiers—much better than to swallow poor old Weems's pious lie about the hatchet; and it is delightful to hide behind a tree while the father of his country rolls upon the ground in fits of laughter over the plight of the young men and the peddler. Then there is Tennyson, groping on his knees amid the grass below his window in the dewy English morning, searching earnestly for his smelly pipe, and sweeping up carefully the crumbs of his precious tobacco, he having impulsively "sworn off" smoking just the night before, and tossed out the devil's implements altogether. One knows, moreover, that Robert Browning could not be a prig or a pedant when one hears him jovially exclaiming that when Sordello was first written only two beings in the universe knew its meaning—"God and Robert Browning; now God alone knows," says he. Martin Luther is a pleasanter picture

punching the gentle Philip in the short ribs over a sophisticated bit of exegesis than when refusing to shake hands with Zwingli; and the apostles themselves are more lovable companions in the frank undress of New Testament Greek than when clothed with the euphemisms of a pure but at the same time puritanical English. They all had humanity; so have we; and it makes a man bolder for the efficient life if he can come into homespun earthy contact with those "dead but scept'ered sovereigns who rule us from their urns." They swing scepters now; but once upon a time they swung crutches or walking canes or inkstands or hockey sticks, and it is good to know it. So we give thanks to the awful great, with Sidney Lanier, for

" . . . your little mole that marks  
You brother and your kinship seals to  
man."

That, while it is not the chief good, is one of the good things of biography.

There remains the one supreme reason for reading the great books—"just for fun." I don't want to be conscious of ulterior motives when I play tennis or undertake golf or read Keats—I just want to enjoy myself. The benefits may come of themselves; they should be "benefits forgot" while they are coming. There are few enjoyments equal to the enjoyment of literature read "just for fun." This pleasure may begin in early youth, and continue throughout old age, until it becomes a pleasure of memory as well as a delight of daily renewal; lifting us above the petty and sordid cares of life into the faery realm of the imagination, where we eat ambrosia and drink nectar as we will. It is only in the thoughtful analytic moods that we realize what has been done for us. Charles Elliot Norton has described it admirably in his introduction to the study of Dante. He says:

"To acquire a love for the best poetry, and a just understanding of it, is the chief end of the study of literature; for it is by means of poetry that the imagination is quickened, matured, and invigorated, and it is only through the exercise of his im-

agination that man can live a life that is in a true sense worth living. For it is the imagination which lifts him from the petty, transient and physical interests that engross the greater part of his time and thoughts in self-regarding pursuits, to the large, permanent, and spiritual interests that ennoble his nature, and transform him from a solitary individual into a member of the brotherhood of the human race."

It is not needful to "scorn delights" in order to "live laborious days" if only we keep company with those who either "build the lofty rhyme" or the more spacious palaces of prose.

So, then, let us forget all about efficiency, and steal a journey every chance we get to the orchards of the Hesperides. Swing hands with Homer and Dumas, with Cervantes and dear R. L. S. through lands of adventuresome delight, whether it be "far on the ringing plains of windy Troy," or on Treasure Island. Enlist with Tennyson in the Table Round, go afield with Shelley and Queen Mab, stand tiptoe with Keats upon his little hill, become a strayed reveler with Arnold, a mariner or a mountaineer with Coleridge, or "a God-intoxicated man" with Robert Browning. Let Carlyle stir you with his heroes, or Dickens make you laugh and weep with humbler folk. Let Shakespeare take you by the hand, make friends with Goethe, and do not stand in far-off awe of Plato or of Moses, but make boldly up to them all, and company with them. That is what I would say to the efficient man chiefly, if I could. Let him forget himself and his efficiency in those who minister of joy; and he will not only find the friction and waste of his life reduced towards their minimum, but he will also get his head up into a world where men can breathe.

At the conclusion of this address the session adjourned.

#### FIFTH GENERAL SESSION

(Shakespeare Club, Wednesday, May  
24, 2:30 p. m.)

Joint session of the American library association and the California library asso-

ciation, Miss Alice S. Tyler, presiding for the former, and Mr. L. W. Ripley for the latter.

(Miss Tyler takes the chair.)

The CHAIRMAN: We now come to the closing session of this annual conference and in the vicissitudes of conduct of meetings, it has fallen to my lot to have the honor of introducing to this assembly the president of the California library association, Mr. L. W. Ripley, who will preside during the California program and present to you our distinguished visitors.

(Mr. Ripley takes the chair.)

The CHAIRMAN: California is a proud state just now, for we are told that we have advanced further in reform legislation than any other state in the Union, and there is just one man in California that can claim the largest share of credit for such a state of affairs. President David Starr Jordan, a few weeks ago, said that all good citizens throughout America could rejoice with the Republicans of California in having selected a governor who was a man before he was a governor. In introducing the next speaker to you, I wish to present a man who is giving California the best that is in him, a true servant of the people, HIRAM W. JOHNSON, governor of the state of California.

Governor Johnson gave a very stirring presentation of the political issues at present before the citizens of California, dwelling upon the "recall"; "initiative and referendum"; how the state has been freed from railroad rule; and what the recent legislature had accomplished along reform lines.

The CHAIRMAN: We have another native son with us, a man who has turned the searchlight of truth into the darkest corners of our social and business affairs, and he will speak to us on the position that the library can occupy in a democracy. I present, with pleasure, Mr. LINCOLN STEFFENS.

Mr. Steffens spoke of the recent reforms in public affairs, pointing out how librarians could further this good work. As he spoke extempore he prefers that his remarks be not printed.

The CHAIRMAN: We will now have the pleasure of listening to an address on "What the world of literature owes to California," by Dr. GEORGE WHARTON JAMES.

Dr. James said that the hand of destiny had been for generations steadily pointing to California and the Pacific Coast, that development and population from the dawn of history had been steadily pushing westward; that California, by its remarkable scenery, diversity of climate and products, was well equipped for receiving this influx. He depicted in glowing terms the various charms of the region, its climate, mountains, coast line and varied beaches, picturesque rocks, and harbors, its mysterious deserts, forests, rivers, and islands, and called attention to the influence which all of these factors had had on literature. Its literature had also been influenced by the numerous political changes of the last hundred years, and by its romantic and thrilling settlement and early days, accompanied by such hardships and such dramatic situations.

Dr. James then mentioned briefly a large number of California authors, beginning with the Indian tribes whose literature has been partially preserved by such translators as Jeremiah Curtin, Charles F. Lummis, Joaquin Miller, Mary Austin and others. Next in order came the epoch of Spanish discovery and the literature of the *padres*, followed in turn by the era of the pioneers. California names in literature are many, among the most prominent mentioned by the speaker being Mark Twain, Bret Harte, Joaquin Miller, Charles Warren Stoddard, Noah Brooks, Clarence King, Joseph Le Conte, John Muir, Charles Frederick Holden, David Starr Jordan, Stewart Edward White, Mary Austin, John C. Van Dyke, Olive Thorne Miller, Charles F. Lummis, Edwin Markham, Ina Coolbrith, Edward Rowland Sill, Frank Norris, Helen Hunt Jackson, Gellert Burgess, Gertrude Atherton, Eleanor Gates, Frances Charles, Jack London and Hubert Howe Bancroft. In conclusion the speaker expressed his opinion that for the Pacific Coast region there was not only the possibility but the

certainty of the development of the highest in literature and civilization that the world has ever known.

The CHAIRMAN: That ends the California program and Miss Tyler will preside over this session until its adjournment.

(Miss Tyler takes the chair.)

The CHAIRMAN: There are some matters of business that must of necessity be taken up in this closing session of the meeting. First we will ask if there is any unfinished business that has come over to us from the previous session. Probably it would be well at this time for the Secretary to make such announcements as are necessary.

The SECRETARY: At the direction of the Executive Board last night, the Secretary sent the following telegram for the Association.

May 23, 1911.

Dr. JOHN S. BILLINGS,  
Director N. Y. Public Library,  
New York City.

The American library association in conference at Pasadena sends congratulations to authorities of the public library and citizens of New York on the auspicious opening of the greatest of municipal libraries in the noble building dedicated today.

GEORGE B. UTLEY,  
Secretary.

The CHAIRMAN: At this juncture, it seems to me well that we should hear from our Committee on resolutions, Mr. Geo. S. Godard, chairman.

Mr. Godard presented the following

#### REPORT OF THE COMMITTEE ON RESOLUTIONS

RESOLVED: That the grateful thanks of the American library association are due and are hereby given to those who by their united efforts have made this our thirty-third annual meeting so successful.

First: To those who assisted in the program: Willard Huntington Wright, of Los Angeles; Dr. Benjamin Ide Wheeler, President University of California; Dr. J. A. B. Scherer, President Throop Polytechnic Institute; Hon. Hiram W. Johnson, Governor of California; Mr. Lincoln Steffens,

and Dr. George Wharton James, whose several addresses have added much to the meetings; and to Mr. A. C. Vroman, whose illustrated lecture on California Missions will long be remembered.

Second: To the Pasadena Local Committee of arrangements, Miss N. M. Russ, librarian of the Pasadena public library, Chairman, and her Board of trustees, for the hearty welcome extended and abundant provision made for our comfort and entertainment.

Third: To the Shakespeare Club and its president, Miss Anna L. Meeker, for the courtesies extended to us in providing so convenient and comfortable a meeting place.

Fourth: To the Pasadena Board of Trade and the Los Angeles library board and Chamber of Commerce for the cordial hospitality shown us and to the citizens who kindly made it possible for us to acquaint ourselves with the beauties of their cities.

Fifth: To the ladies of Pasadena and librarian and friends of the Long Beach public library, who so thoughtfully and generously met us with flowers at San Bernardino, and provided flowers for the adornment of our several rooms.

Sixth: To the management of the Hotel Maryland for unfailing courtesies and excellent service rendered.

Seventh: To the representatives of the press who have done so much to make accessible, both here in California and at our homes, the proceedings of our several meetings.

Respectfully submitted,

GEO. S. GODARD,  
DEMARCHUS C. BROWN,  
MARY F. ISOM,

Committee on Resolutions.

Mr. GODARD: Madam Chairman, I move the acceptance of the report and the adoption of the resolution.

A DELEGATE: Second the motion.

The CHAIRMAN: It is moved and seconded that the report be accepted and the resolutions adopted. I know it will give you all great pleasure to vote for this and thus express the sentiment which the Committee have so well voiced. All those who

are in favor of the adoption of this report and its resolutions will indicate it by rising. (The vote was unanimous.)

Mr. HILL: Madam Chairman, following the report of the Committee on Resolutions, I beg to submit the following minute for the expression of the association:

"The American library association, assembled at its Thirty-third annual meeting, sends greeting to Miss Helen E. Haines, of Pasadena, who has been so instrumental in drawing this Association to this lovely state. It is with sincere regret we note her absence from our Association and we desire to thank her for the splendid work she has done for libraries and to express the wish that she may soon return to us improved in strength and health."

I move the adoption of that minute, it now being in the form of a resolution.

Miss AHERN: It gives me great pleasure to second the vote of greeting to be sent to one who for so many years was a familiar figure to the members of the American library association. To her interest in extending the library service in general, we are all debtors. To her particular work in the extension of library knowledge, there is a personal debt on my part as one who learned much from the lines well laid down by her for so many years. We are all grateful for the pleasure we have had in Pasadena, our chief regret being that we are unable to tender to her personally our recognition of her part in bringing us to this beautiful city. There is deeper regret, also, in the thought that her absence is caused by her attention to the affairs of our Association. It is with the greatest pleasure that I second the vote of recognition of Miss Haines' services.

The CHAIRMAN: Are there any other remarks on this resolution? I am sure there could be many words added to those which have been so beautifully spoken and I will ask you again to express your approval of this resolution by a rising vote.

(The vote was unanimous.)

The CHAIRMAN: Are there any other matters that should come before the Association at this time?

Miss AHERN: Many of you know of the effort of a number of the strong members of the different state associations to bring

about a closer relation between the American library association and the various library organizations throughout the country, for mutual helpfulness in library work. This matter has been before the council for something over a year and has now come to a favorable conclusion. Under the existing form of the constitution of the American library association it will be impossible for this affiliation to take the effective and favorable form that it should, and it is therefore with the desire to bring the various associations throughout the country into closer affiliation with the American library association at an early date that I offer at this time an amendment to the constitution of the latter.

I move to amend Section 14 of the constitution by striking out such provision as is therein made for the election of twenty-five members by the Council and inserting in lieu thereof the following as the second paragraph of the section on membership:

"Other members may be added under such conditions and restrictions as the Association may determine by resolution adopted at any annual conference thereof, notice of such proposed change having been given not later than one month prior to the date of the conference."

So Section 14, amended, shall read as follows:

"Section 14. Membership. The Council shall consist of the Executive board, the ex-presidents of the American library association who continue as members thereof, the presidents of affiliated societies who are members of the Association, and twenty-five members elected by the Association at large. The elected members shall be chosen five each year by the Association to hold office for five years. Other members may be added under such conditions and restrictions as the Association may determine by resolution adopted at any annual conference thereof, notice of such proposed change having been given not later than one month prior to the date of the conference."

This will give the Association the power to add to its Council such members of the

Association as it may deem desirable to serve in such position, and, as stated in the beginning, shortens the time which must elapse before we may have the benefit of the proposed affiliation. I think there may be a number of other reasons that would support this, but as the time is short, I move its adoption.

The CHAIRMAN: You have heard the motion. Is there a second to it?

Mr. LEGLER: I take great pleasure in seconding the motion.

The CHAIRMAN: You have heard the motion and it has been seconded; any remarks?

Mr. HILL: I would merely ask if there is any limit placed on the number of the Council? It would appear from that amendment that all the members of the Association could be elected on the Council.

Miss AHERN: "Other members may be added under such conditions and restrictions as the Association may determine."

Mr. HILL: An unlimited number?

Miss AHERN: If they want them.

Mr. ANDREWS: The Council has appointed a Committee to consider the affiliation. This Committee has been asked to submit a scheme and the state associations have been asked to consider that scheme, and it seems to me a lack of courtesy to take action at this time. I oppose the adoption of the amendment now, not that I oppose its ultimate adoption, or that there are not strong reasons for making a change in the election of the members of the Council.

The CHAIRMAN: Any other remarks?

Mr. LEGLER: I think the question ought to be thoroughly understood. Those of you who were present at the Bretton Woods conference, when the Association adopted the revised code, by-laws and constitution, remember that the discussion centered around this particular clause and that if it had come to a final determination by a vote upon this proposition separately, there is no question but that the amendment, as proposed, would have been absolutely and overwhelmingly defeated. It was adopted because those who were opposed on principle realized that it was essential to adopt

some modified form of the constitution, and so, as you will recall, they waived, for the time being, their objection to this particular clause and adopted the constitution as a whole, reserving for themselves the privilege of drafting such amendments thereafter as might seem advisable. The only argument that has been made in justification of the position which permits the Council to add to its own membership is that the Association at large might at some time fail to select or overlook some one who would prove a valuable member. It would thus be possible for the Council to give to the rank and file of the Association membership what was good for them instead of what they might want themselves. I believe it is entirely undemocratic not to allow an association to select for itself the members of the Council. I think it advisable to add to our membership that large body of workers all over this country who to-day have practically no representation in any of the conferences held from year to year. A plan was outlined this morning, aiming to add to our membership some five or six thousand library workers of whom at the present time we have only relatively a handful. We can get these members if we can offer something to give them a personal interest. I think that would be a mighty good thing. I am, therefore, very glad to second the resolution presented by Miss Ahern.

Mr. CARR: I suppose a majority of us know this action will not be final but merely the first step; and will require subsequent action at another conference. I do not think there would be anything discourteous whatever in taking this tentative step, and also that it would be very much in the interest of the association to do so.

Mr. ANDREWS: Let the president remind the members that only those who have been members three-quarters of a year can vote.

Mr. RANCK: This resolution, the amendment to the constitution, interests me very much as a member of the Committee to bring about closer relations between the local library organizations of the country

and the national organization, the A. L. A. The feeling I have about this is that while this may not be the best form of amendment, its adoption to-day may enable us to gain a year, as this is only the first step. Therefore I am heartily in favor of having it passed at this time and if, in the light of a year's study which this Committee is going to give this subject, we feel that it is the best form of amendment then definite action can be taken accordingly a year hence. By passing this resolution to-day we are certainly putting ourselves in position to gain a year's time.

Mr. LANE: I think it is a mistake to pass an amendment of this kind. It seems to be extremely indefinite in its system and application, and I cannot quite imagine just how it might work out. We want something more definite. I am heartily in sympathy with the idea of having in the Council representatives from state associations and other associations of a similar character who are connected with us, but I think the time to make arrangements for that is after the subject has taken a more definite shape.

I am also sorry to see by this amendment the dropping of what seems to me a very valuable element of our present arrangement, namely, the provision for addition to the Council by a vote of its own members. I think it would be a great mistake to drop that.

Mr. HILL: For one, I can't quite see how we are going to gain a year by passing this amendment, because the constitution says it requires two years,—two consecutive years—to adopt an amendment, and if this amendment is amended now there would still be two years ahead of us and I feel, while I am in sympathy with some parts of the amendment, certainly with the desire to affiliate with state associations, still, that the amendment ought to be thought over a little longer and a little more carefully. I wonder if it could be referred to some committee, or the Executive board, to await the report of that special committee.

Mr. LEGLER: If I may be permitted to answer, very briefly, Mr. Hill's question,—

it seems to me that if it requires two consecutive adoptions to amend the constitution, we certainly gain a year by adopting the proposed amendment now rather than to let it go over for another year. Otherwise, it would require two years from now for final action. This amendment contemplates no special scheme beyond a general enabling act to incorporate under its provision such definite plan, as the Committee appointed for that purpose may formulate.

Mr. HILL: I should like to agree with the remarks of the speaker, but the resolution certainly says the membership may be unlimited. The A. L. A. can put anybody into the Council and the Council itself could be as large as the Association.

The CHAIRMAN: That would mean abolishing the Council, practically?

Mr. HILL: Practically.

Mr. ANDREWS: I am in doubt whether this resolution, if adopted, would have any legal effect as long as the present provision for amendments to the constitution is in force. You cannot provide for changes in the membership of a selected body otherwise than by amendment of the organic law.

Miss AHERN: This amendment will have to be acted upon again under the present constitution, and that means certainly two years before it becomes effective.

Just one word in regard to Mr. Lane's objection. The amendment does not take from the Council all nominations of members of the Council. But the Council should be a small body and might well consist alone of the various members named—the members of the Executive board, the ex-presidents of the Association, the presidents of affiliated societies and twenty-five members selected by the Council and elected by the Association. Ex-presidents are supposed to be men who have contributed their best to the development of the Association; the presidents of affiliated societies, we take it, will be the best material they may have to offer. There will be the members of the Executive board, who are nominated by the Council, and ought to represent it, and who are people that



in the judgment of the Council will best conduct the business of the Association. Now, here comes a chance for the Association itself, under such restrictions and terms as it may think best, and the Association itself ought to have the power of saying what those restrictions shall be, to place certain members on the Council. It seems to me that it is in no way reflecting on any member of the Council, for the Association at large to preserve to itself the right to say that such other members shall be in the Council in addition to those which the Council itself has proposed shall be there.

I want to refer again to the promise that was made on the floor of the conference at Bretton Woods to those of us who wished to have that particular clause modified. The promise was definitely made that we should be given a chance to offer to the Association this amendment, and you will also recall that the matter went over, just as it has this time, until it was almost the close of the last business session. Now, there is a whole year ahead before this amendment could become effective. If, in the meantime, the Committee or the state associations shall have worked out a plan of affiliation and offered it to the Association, the Association can vote as it pleases on that which the Committee offers. We do not know at this time that it will accord with the constitution as it is at present. We are all supposed to be interested in promoting the best interests of the Association, and I don't believe that we incur much danger by leaving in the hands of the Association itself as much power as is given by this amendment when so many other things are delegated to the Council. I would not have brought the amendment in here at this time if there was any other way of getting it on record.

Mr. LANE: I understood by the amendment, as read, that the provision for election of members by the Council was left out. Is that not so?

Miss AHERN: Not at all. The Council shall consist of the Executive board, the ex-presidents of the American library association who continue as members thereof,

the presidents of affiliated societies who are members of the Association, and twenty-five members elected by the Association at large. The elected members shall be chosen five each year by the Association and hold office for five years. All the nominations are still made by the Council. I don't see how the small body is any safer in its choice of the people who shall direct the best efforts of the Association than is the Association itself. Surely the created has nothing to fear from the creator.

Mr. LANE: May I add just one word? It seems to me we have lost sight of the main object of the Council. It provides a small body to discuss library matters in a handler way than can be done by the larger body of the Association. Moreover the provision of our constitution which allows the Council itself to add to its membership from those who may have been overlooked seems to me an admirable plan.

Mr. HILL: Will the chair read that article which applies to the amendment of the constitution and those who are qualified to vote.

The CHAIRMAN: The Secretary will please read the article. (The Secretary reads Sections 25 and 2 of the constitution.)

Mr. BLACKWELDER: I would rather have some person or committee delegated to consider this question and give us a report at the next meeting than to vote for the amendment which has been proposed.

Miss AHERN: I am perfectly willing to answer any questions Mr. Blackwelder may ask.

Mr. BLACKWELDER: The main question, which I do not think can be answered, is how is the thing going to work. There is an indefinite proposition there and I would like to have a little more time.

Miss AHERN: You have two years before it is adopted.

Mr. BLACKWELDER: If you adopt it in one form tentatively it has to be adopted finally in that form.

Mr. LEGLER: Any action we take now does not make it final. You have a whole year to make up your mind whether on

the final vote you are in favor or against it.

The CHAIRMAN: Are you ready for the question? All those in favor of this resolution as presented by Miss Ahern will indicate it by rising. The Secretary will please count the votes.

Mr. ANDREWS: Will the chair ask those who claim to have two votes and representation twice to so indicate it?

The CHAIRMAN: All those who claim to be represented twice, will please indicate it.

The Secretary reported number of votes cast, 50; necessary for carrying the motion, 38; Affirmative 36, negative 14. The motion was declared lost.

The CHAIRMAN: The Secretary will present the report on the meetings of the Executive board and the Council.

#### REPORT OF THE EXECUTIVE BOARD

There were two meetings of the Executive board. At the first only matters of routine business were transacted.

At the second meeting, held after the election of officers, Mr. Henry E. Legler, resigned as non-official member, having been elected first vice-president, and Miss Alice S. Tyler was elected to fill the unexpired term.

#### Committees

The following committees were appointed for the ensuing year:

**Publishing board:** Messrs. Henry E. Legler and H. C. Wellman were reappointed for a term of three years each.

**Finance committee:** C. W. Andrews, F. F. Dawley and Edwin H. Anderson.

**Public documents committee:** G. S. Godard, Johnson Brigham, Ernest Bruncken, L. J. Burpee, T. W. Koch, T. M. Owen, S. H. Ranck, Adelaide R. Hasse and J. I. Wyer, Jr.

**Co-operation with the N. E. A.:** Mary E. Ahern, Genevieve M. Walton, Irene Warren, J. C. Dana and George H. Locke.

**Library administration:** Harrison W. Craver, H. M. Lydenberg and Ethel F. McCollough.

**Library training:** A. S. Root, A. E. Bostwick, Mary W. Plummer, Adam J. Strohm, Caroline M. Underhill, Daisy B. Sabin, Cornelia Marvin and Frank A. Hutchins.

**International relations:** Herbert Putnam, E. C. Richardson, J. S. Billings, W. C. Lane and R. R. Bowker.

**Bookbuying:** W. L. Brown was designated as Chairman with power to select two other members.

**Bookbinding:** A. L. Bailey, Margaret W. Brown and N. L. Goodrich.

**Federal and state relations:** B. C. Steiner, T. L. Montgomery, J. L. Gillis, H. R. McIlwaine and C. F. D. Belden.

**Catalog rules for small libraries:** Theresa Hitchler, Margaret Mann and Emma F. Cragin.

**Work with the blind:** Mrs. Emma Neisser Delfino, J. L. Gillis and Laura Smith.

**Travel:** F. W. Faxon was designated Chairman, with power to add to Committee's membership.

**Co-ordination:** C. H. Gould, J. L. Gillis, N. D. C. Hodges, W. C. Lane, Herbert Putnam, T. W. Koch and J. C. Schwab, with power to add to its number.

**Program:** Mrs. H. L. Elmendorf, Henry E. Legler and George B. Utley.

#### Place of 1912 Conference

Invitation to hold the 1912 Conference in Ottawa, Canada, having been received from the authorities of that city it was voted that this invitation be accepted, on condition that satisfactory arrangements for hotels, railroad rates and place of meeting can be made.

The following resolution by the A. L. A. Catalog section regarding the appointment of a committee to compile an official code for classifiers was read upon which it was voted that the communication be referred to the editor of the A. L. A. Manual of library economy for advice whether same could be incorporated in a chapter of the Manual, and requesting report from him at the January meeting of the Board.

WHEREAS, there has hitherto been no general code of practice for the use of library classifiers, embodying the principles of classifying books and codifying the gathered experience of expert classifiers; and

WHEREAS, such a code may be of service in connection with any recognized system of classification or notation:

BE IT RESOLVED, by the A. L. A. Catalog Round Table, in conference assembled, that the Executive board of the American library association be advised and requested to appoint a Committee (1) to consider the advisability, practicability and mode of procedure of compiling an official code for classifiers; (2) to report at an early date to the Executive board; and (3) to be empowered by the Executive board to take such further steps as shall be deemed best.

The question of an exchange of public documents between the United States and Canada which was referred to the Executive board by Council was brought up, and it was voted to refer this matter in turn to the Committee on international relations.

#### REPORT OF THE COUNCIL

There have been two meetings of Council during the present Conference. The subject of affiliation of state library associations with the A. L. A. was discussed at the first meeting and Miss Tyler, Chairman of the special committee, reviewed the work accomplished, outlined its present status and presented the following resolutions, which were adopted:

RESOLVED: That Council favors some form of connection or federation of the state and provincial associations with the A. L. A. and recommends that the Committee on relations of the A. L. A. to state associations continue their investigation and present a tentative basis for such connection at the mid-winter meeting of Council.

RESOLVED: That Council recommends to the Program committee the inclusion in the A. L. A. conference program for 1912 of a round table of the officers and representatives of state and provincial library associations for the discussion of topics relating to such organizations as suggested by the A. L. A. Committee in its report to the January, 1911, meeting of Council in Chicago and subsequent meetings, and that the secretary notify the

various organizations of the proposed meeting.

The expression was voiced that there should be such geographical distribution of members of the Council as to strengthen both the A. L. A. and state associations.

The application of the Special libraries association for affiliation with the A. L. A. which had been carried over from the mid-winter meeting, came before Council. After discussion it was voted that Council grant the request for affiliation of the Special libraries association subject to the conditions now governing this relationship, and those which may be adopted hereafter, and that a committee of three be appointed by the Chair to formulate the conditions of affiliation for all except local, state and provincial associations. The Chair appointed by this Committee: Dr. Herbert Putnam, Miss Mary F. Isom and Mr. C. W. Andrews.

Mr. Bowker spoke on the subject of printed cards, calling attention to recent work in Germany, Belgium and other countries of Europe, and expressing the belief that some effort should be made to induce foreign countries to supplement, not duplicate, our work, that it would probably be desirable for each country to have its own code, as catalogers are reluctant to give up their own methods, but that an international committee on Code would be able to fuse many particular items.

It was voted that a committee of five be appointed by the Chair to promote and co-operate in the development of printed catalog cards in relation with international arrangements. The Chair appointed the following committee: Messrs. W. C. Lane, C. W. Andrews, C. H. Hastings, E. H. Anderson and J. C. M. Hanson.

A letter was read from Mr. Ranck relative to the lighting and ventilation of libraries, expressing the hope that something might be done by the association to secure a scientific and satisfactory standard. It was voted to refer this matter as a special topic to the mid-winter meetings and to appoint a special committee to secure information, literature, etc., on the subject. The Chair appointed on this com-

mittee Mr. Ranck, with power to complete the committee.

At the second meeting of Council, Mr. Andrews presented the matter of a municipal year-book, and offered the following resolution which was adopted:

RESOLVED, that in the opinion of Council the interest shown by library users in municipal affairs is already great, and is constantly increasing, and that an annual publication which should furnish accurate and carefully edited information on these subjects would meet a real need.

Mr. Bowker in behalf of the committee appointed at the first meeting of Council offered the following resolution, which it was voted to present for action at the next general session of the association.

RESOLVED: That the American library association in Conference at Pasadena, California, May 24, 1911, records a strong protest against the return of state librarianship or other library positions to the spoils system; when changes are made in such posts it holds that the test of motive in removals is the test of fitness in appointments and partisan political service affords no evidence of capability for library administration. The education of the people through libraries and schools should be far removed from partisanship and appointments therein should be based solely on merit and fitness, and this is true in largest measure in the important office of state librarian where experience and efficiency serve the people of the whole state.

RESOLVED, that the Secretary of the Association be directed to send a copy of this Minute to Governor Harmon of Ohio.

At this meeting Council elected the following persons as members of the Council for a term of five years each: Mr. J. L. Gillis, Mr. E. O. S. Scholefield, Mr. G. H. Locke, Miss Grace D. Rose and Miss Clara F. Baldwin.

Mr. Godard presented the following communication and resolutions:

As many librarians are seriously handicapped in their reference work through lack of definite information as to what publications have been issued by the several departments at Washington, until the receipt of the monthly catalog of government publications, which is not published until several weeks after the period covered by each issue, it is

RESOLVED, that the Superintendent of Documents be respectfully urged to publish if possible a daily or weekly check list of all such government publications issued by the several departments at Washington, that through such a check list librarians may be informed concerning the many documents and reports now called for having been mentioned in the daily press; and that we believe this early information should be regularly supplied to depository libraries also.

At a time when the advantages of reciprocity in trade have been recognized by the United States and Canada, it is appropriate that steps should be taken to bring about something in the nature of reciprocity in public documents; as the government of the United States issues annually a large number of public documents that would be of service to Canadian public libraries; and similarly as the government of the Dominion of Canada issues many publications that would be of value to the United States:

RESOLVED, that representations be made to the two governments looking toward the adoption of some plan by which the Superintendent of Documents at Washington, or some other official, could be made an agent for the distribution of Canadian public documents to American libraries and the King's Printer at Ottawa an agent for the distribution of United States government documents to Canadian libraries.

It was voted that Council heartily approves the suggestion relating to the reciprocal exchange of public documents between the United States and Canada and that the matter be referred to the Executive board.

Miss Marvin, in behalf of the special committee appointed at the first meeting of Council, reported that the special committee appointed to consider the petition of librarians of agricultural libraries approved their petition and recommended that they be received as a section of the A. L. A. It was thereupon voted that an agricultural libraries section be created.

Mr. ANDREWS: I move the acceptance of the report and the adoption of the resolution of Mr. Bowker in regard to the appointment of librarians.

Mr. HILL: I will second it with the added

recommendation that that matter be referred to the Executive board.

The motion was carried.

The CHAIRMAN: We will now hear the report of the tellers of election, from the Secretary.

#### REPORT OF THE TELLERS OF ELECTION

	No. of Votes
For President:	
Mrs. H. L. Elmendorf, Buffalo.....	115
For 1st Vice-President:	
Henry E. Legler, Chicago.....	116
For 2d Vice-President:	
Mary W. Plummer, New York.....	112
For Executive board:	
C. W. Andrews.....	116
Linda A. Eastman.....	116
For Members of the Council:	
Chalmers Hadley .....	116
Mary L. Titcomb.....	121
Sarah B. Askew.....	111
A. S. Root.....	115
Minnie M. Oakley.....	120
For Trustee of Endowment fund:	
W. W. Appleton.....	115
M. J. FERGUSON, JOHN F. PHELAN, Tellers of Election.	

The CHAIRMAN: It affords me, personally, a great deal of pleasure to officially announce that Mrs. Elmendorf is to be at the head of our organization next year, and inasmuch as she has been informed by telegraph of the result I am indeed glad to read to the Association a telegram from her. Her telegram was sent to the chief of the Buffalo public library, who has handed it to me. It reads as follows,—

"Thank you. Say to the association, 'Now is the time for all good men and true to come to the aid of the party.'"

Mr. HILL: Madam President, the good men and true will come to her aid.

The CHAIRMAN: In the absence of Mrs. Elmendorf, which is, of course, very greatly regretted by all of us, I will ask the first vice-president, Mr. Legler, to come to the platform.

(Mr. Legler comes to the platform.)

Inasmuch as Mr. Legler personally represents the new officers that the association has been pleased to elect, I wish to present to the Association the first vice-president, who will accept the gavel from the presiding officer of the day on behalf of the newly elected president.

Mr. LEGLER: Madam Chairman and members of the Association: If the sun were in the heavens, no dim star of minor magnitude would be visible to you this afternoon. It is with all humility that I take this gavel on behalf of Mrs. Elmendorf and I wish to assure the Association that as far as one insignificant member of her official family can contribute to that end her leadership will receive enthusiastic support. New and important opportunities have come to libraries. We realize that the economic conditions of to-day are bringing many complex problems for consideration and that their solution is vitally interwoven with the work of public libraries; that what we are doing is not an end in itself, but a means to an end, and that we can contribute much by placing the facts bearing on these problems before the large body of people, and their governing officials, to aid in the right solution of these problems. Thus, through the best use of its accumulated information the library world can take its part in the advancement of civilization.

What is the further pleasure of the Association? If there is nothing further, I hereby declare this, the Thirty-third Annual Conference of the American Library association, adjourned.

Adjourned.

#### THE SOCIAL SIDE OF THE CONFERENCE

One speaks of the social side, but in reality there was no definite side; the social thread would be more nearly correct, for those things which make for sociability wound through all the days, and sometimes the nights.

This thread was of various colors, according to its source, and of various thick-

nesses, according to its purpose. Among the traveling librarians themselves this was particularly true, for all kinds and conditions of humanity were aboard and much in evidence. There were those who are bored to extinction unless something is "doing" every minute, and who feel it their duty to fill in the gaps, using whatever material is at hand. The garrulous, the quiet, the meek, the haughty, the frivolous, the solemn (and, oh! how solemn some can be!), the prude, the daring coquet, the scold, the jollier, the gay old maid, the demure young one, the lady-like gentleman and the capable lady, the amiable and the grouchy, the aristocrat and the democrat, the thoughtful and the flippant, the wise and the foolish, the considerate and the selfish, the disagreeable and the pleasant, the discerning and the indiscriminating, the lofty and the low, the known and the unknown—all these and many others gave color and form to days and nights of travel.

There was no set program, but in the changing moods and environment of the travelers themselves none was needed. The tempers, feelings, desires were kaleidoscopic, and sought and found the setting that suited the situation.

In California, there was the strange mixture that all organized bodies find in holding meetings on the Pacific coast. The genuine personal hospitality is always in evidence on the part of those in the same craft, of those whose earlier days were spent elsewhere and to whom the sight of one from "back home" is always a pleasure to be made the most of, of those who, wherever they are, never forget to entertain the stranger within their gates, and last, but by no means least, those who forever are sure that nothing else can compare favorably with the Golden State and of their duty to make that fact known. The A. L. A. met all these, enjoyed them thoroughly and was befittingly grateful for much kindness.

The entertainment offered during the ten days at Pasadena was most enjoyable. It did not reach a point where it was a question of pleasure or duty, as sometimes happens, but there was always the evidence of

thoughtfulness on the part of the entertainment committee that is most pleasing wherever met. This thoughtfulness took the form of flowers for the most part, and from the time when the A. L. A. train reached San Bernardino till the last day, these welcome signs of hospitality were in evidence. Roses, sweet peas, honeysuckles and carnations shed their fragrance in the convention hall, in the corridors of the hotels, in the rooms of delegates, and were presented individually as occasion offered.

A pleasant welcome was spoken on the first evening in Pasadena, and throughout the week those interested in library matters came from time to time from Los Angeles, Long Beach and other nearby towns to express their pleasure informally at the presence of the visitors.

An automobile ride one afternoon by the courtesy of Pasadena citizens gave all an opportunity to see the city in its beauty, while the cordial reception at Throop Polytechnic Institute at the close of the ride gave just the glimpse of the social side of the college that was most enjoyable.

Another evening provision by the local committee of a splendid dance-music program filled the hearts of dancers with unusual satisfaction. Feasting as a form of entertainment was happily absent, save as a last tribute to the gentlemen of the convention on the part of Manager Linnard of the Maryland, who will long be pleasantly remembered by all. Many of the visitors were invited to the homes of friends of other days who are now settled in the land of flowers, and these were treated as befitted the occasion. Miss Jones, librarian of Bryn Mawr college, is the happy possessor of an orange grove at Pasadena and those who were among the number that enjoyed her hospitality counted themselves as highly fortunate. Each day saw a new party exulting over the privilege of picking oranges from a tree.

The visits to Mt. Lowe, Riverside and Redlands were most enjoyable and gave many an opportunity to become acquainted or to renew old friendships under most delightful conditions. Los Angeles, which has

been an entertaining factor of no small moment for many years in the gyrations of its library situation, through its chamber of commerce showed the library visitors, on the occasion of the A. L. A. conference, what it has to offer in the way of seaside resorts, parks, public buildings, mineral waters and business enterprise generally. The library itself was acephalous and was therefore the more interesting, especially to quite a number of men librarians who were willing to be considered suitable timber for the mast-head. The women of the party, who were continuously reminded that a woman administrator was out of the running, paraphrased the milkmaid's reply: "'Nobody wants you, sir!' they said," at the same time recalling that the best work of the best years of the library has been done by women. But that has nothing to do with the social side? Perhaps not; but it was vastly entertaining just the same, and it certainly was a bright thread in the warp of its day.

So we finish as we began; there was no social side to the Pasadena conference, but many bright threads wove themselves into the pattern of the event of the Pacific coast meeting which will probably be seen and remembered long after the dull tints of the days' duties shall have faded to nothing.

M. E. A.

## THE TRAVEL SIDE OF THE CONFERENCE

### The Pre-Conference Trip

Saturday evening, May 13th, saw the start of the "A. L. A. special" from Chicago with about 140 librarians aboard. Sunday morning we took on recruits at Kansas City, spent the day renewing old friendships while crossing the Kansas plains, and with Monday morning's light came the strangely weird and arid New Mexico country. The succession of Mexican and Indian villages was a fascinating novelty to those who were making their first "crossing," and the geological formations and desert foliage caused frequent exclamations of wonder.

A welcome break in the journey was

made at mid-day at Albuquerque, where we had dinner at Fred Harvey's deservedly famous railroad hostelry, and another hour for buying Indian pottery, baskets and Navaho blankets. During the afternoon we caught a more intimate glimpse of Indian life, when our train stopped for fifty minutes at the ancient pueblo of Laguna, giving us time to wander through the village; dodge the chickens and the papooses; peer into some of the adobe huts, inspect the "home-made" church, with its crude belfry and native American "barker" who guarded the entrance and "undimmed" all whose curiosity prompted a visit within the sacred portals; to take snap-shots, photographically or optically, of squaws and antique braves; and to purchase whatever bits of gay colored pottery we dared risk to the perils of the road.

The next morning brought us to the Grand Canyon and El Tovar Hotel. After breakfast some started on coaching trips along the rim, others started on mule-back down the Bright Angel trail, while others professed a delight for walking and decided to make the trip down to the Colorado river and back by "Shank's mare." The latter set out enthusiastic enough, but when seen near the close of day, puffing painfully up the trail, they were not so positive of the delights of footing it down a seven-mile cobbly and rocky trail, under a pitiless tropical sun, then retracing their weary way seven miles up the trail with the altitude pounding harder and harder at their breathing apparatus. But it was all in a day's work and an experience never to be forgotten—not even regretted.

Those of us who chose mules for conveyance and company, at first nearly had heart failure at the alarming proportion of anatomy that "Bessie" or "Jennie" projected over the yawning abyss while deliberately rounding Cape Horn and other nearly equally perilous promontories. But it's all in getting used to things, so before long we were content to throw the reins on "Bessie's" neck and trust to her tender mercies and sure feet. The good book tells us that the Lord taketh no delight in the legs of a man, but those who travel by

the Bright Angel route surely learn to take delight in the legs of a mule.

Sore in foot or otherwise, we all gathered for an appreciated dinner at El Tovar and a sound night's sleep, while we dreamed of cutting the figure 8 on a 98 per cent incline, as we wound down the tortuous ways of the Bright Angel trail. The next day some of the party took a thirty mile drive to Grand View, and although the journey was dusty and the region traversed most desolate, yet the magnificence of the sudden burst of grandeur well repaid the travelers, and the cheerful "whoppers" with which the genial driver beguiled the weary miles prepared them for what they should soon encounter from the enthusiastic lips of dwellers in the Golden State.

Taking to Pullmans that evening, the night and next forenoon were spent traversing the "land of little rain," the state so truly called the "arid zone," but withal possessing so many fascinating and drawing features. Out from the Colorado Desert, noon of Thursday, May 18th, saw the "A. L. A. special" descending the western slope into the "garden of the world," and at two o'clock the end of the journey was reached in the comfortable and hospitable Maryland.

G. B. U.

#### The Post Conference Trip up the Coast

The Conference closed on Wednesday, May 24th, and the post conference trip began with tours of the interesting places around Pasadena and Los Angeles. Some of the party scaled the heights of Mt. Lowe, experiencing sensations of delight and wonder at the marvelous views mingled with internal qualms caused by the sudden lift of 3,000 feet on an inclined cable railway supplemented by a dizzy trolley ride along the face of high cliffs and over yawning chasms.

The visit to Riverside and Redlands was one of unmingled delight. The charm of the Glenwood Mission Inn at Riverside was felt by everyone, and the drive furnished by the Riverside people through the orange and lemon groves and to the summit of Mt. Rubidoux, will long be remembered.

The Riverside library was inspected with great interest and its beautiful building was considered a successful adaptation of the mission style of architecture to library purposes. At Redlands a drive through orange and olive groves and through the beautiful Smiley Heights Park, was the contribution of the Redlands people. This was followed by a lunch at the public library, where the ever-present rose shed its fragrance and a punch made from the local characteristic fruit was most refreshing.

On the morning of Saturday, May 27th, the post conference travel through California began. The party was composed of about 110 members, mostly from the East, but with many friends from California and the Northwest. At Santa Barbara pleasant quarters were found at the Hotel Potter. An automobile drive along the shore through Montecito with stops at some of the beautiful homes was given by the public library, and on the way the Santa Barbara mission was visited under the intelligent guidance of one of the monks. A new insight was gained into the motives which inspired the founding one hundred and twenty-five years ago by Father Junipero Serra of that famous series of missions in California. The party felt a great respect for the enthusiasm and religious fervor of those old monks whose great civilizing work was done under severe hardship. This mission is one of the few still maintained, and restorations in the buildings are being made with good taste. The tropical and desert garden delighted the visitors and the men were admitted to the sacred inner garden which women are not shown. As some of the party took photographs of this charmed enclosure, the curiosity of the ladies will be in part satisfied later by these pictures.

A delightful feature of the afternoon's entertainment was a tea at the home of Mrs. F. B. Linn, the librarian. The semi-tropical garden where heliotrope grew on trellises over the second story of the house was the wonder and envy of the New England members of the party.

A day's ride brought the party to Mon-



terey over a route partly along the shore and partly in the mountains, a trip cool and free from dust owing to the burning of oil in the locomotives. At Hotel Del Monte, Monterey, the party stayed a day and two nights enjoying the delights of this famous hotel with its wonderful desert garden of cacti, its groves of pines and live oaks, and its tropical ferns and palms. Its bewildering maze fashioned like that of Hampton Court allured and then perplexed the visitors. Automobiles whirled the party over the Seventeen-Mile Drive along the shore through the funereal and aged cypress trees whose origin is unknown. On the way the public library and citizens of Pacific Grove entertained the party with one of the many examples of California hospitality. In rambling about Monterey a glimpse of the old Spanish influence was seen in the old adobé buildings and general air of drowsiness which pervaded the town. Objects of interest were the house in which Stevenson lived in 1878 and the oak under which Father Junípero Serra took possession of California in the name of Spain.

A few hours' ride from Monterey through impressive mountain scenery brought the party to Santa Cruz where the hospitality of the citizens was enjoyed at lunch in the Big Tree Grove. The big trees surpassed in size and majesty the pictures of the imagination and were surpassed only by the tall stories of the marvels of California with which we were regaled at the lunches or dinners where our California friends dispensed hospitality. The lunch at Santa Cruz was no exception to the rule. We had seen so many wonders by that time, however, that we believed all the marvelous tales.

At San José, the next stop, the semi-tropical trees and plants were interspersed with the familiar trees and flowers of the north. Here we found ourselves in a belt of fertile country, the Santa Clara valley, famous for its wine and small fruits, such as prunes and peaches. Speeches of cordial welcome by San José citizens warmed our hearts. The next day we were taken by trolley through the farming towns of Santa Clara valley to Leland Stanford Jr.

University. After a visit to the Palo Alto public library and an inspection of the beautiful university buildings in the mission style of architecture, we partook of lunch served by the Stanford Library Club and listened to cordial speeches of welcome by our hosts with felicitous replies from our party. A few more hours of travel brought us to San Francisco, where we were housed in the magnificent Fairmont Hotel.

A visit to Chinatown seemed the proper entertainment for the evening. Parties of twenty-five were arranged with two guides, one to lead and the other to guard the rear and lend a spice of danger to the expedition by admonitions not to stray from the party. Frequent countings of the party indicated the anxiety of the guides that none should escape on the way and thereby be relieved of the necessity of paying a good silver dollar for the experience. Interest was divided between the strange objects arranged by the wily orientals for our entertainment and the picturesquely incorrect language of our Irish-American guide who showed us with equal zeal and naïveté "sacreligious" prayer urns in joss houses and a fake Chinese wooden tenement, said to be the only one allowed to be built since the fire and maintained no doubt by the city or the hotels to satisfy the curiosity of the tourists. The ladies were sadly disappointed in the expedition. They saw nothing to shock their moral sensibilities. The air even in the fake opium joint was fairly good and dirt was no more in evidence than in the foreign quarters of any large city. We were cheered, however, by the assurance that before the fire things were immeasurably worse.

The entertainment furnished next day by the San Francisco library people and Board of Trade was one of great delight and satisfaction. Automobiles took the party through the residential sections with their many fine dwellings erected since the fire and through the Presidio and Golden Gate Park with their fine views of the beautiful harbor. The park was a marvel of natural beauty, and was admired the more when it was known that it had been made

in a few years from an unpromising waste of sand. The making of this park is characteristic of the energy and indomitable will of the California people in conquering the desert and converting it into smiling gardens or fertile farms by the magic of irrigation. At the end of the ride, after inspecting the temporary headquarters of the public library, simple but effective in its arrangements and indicative of the great recuperative power of San Francisco after the fire, the party were entertained at lunch at the California Club. After an appetizing lunch and kind words of welcome by our hosts, the party took the boat for Mt. Tamalpais. The sail across the bay and the ride up the mountain were greatly enjoyed, as the air was clear and the view from Mt. Tamalpais was especially fine. The view can probably not be equalled in beauty, including as it does the cities of Berkeley, Oakland and San Francisco, the magnificent bay dotted with islands, and the Pacific Ocean.

The next day Berkeley and Oakland entertained the party with a sail across the bay to Oakland, a trolley ride through the city, and a visit to the interesting public library and the art museum. A lunch was given at Piedmont park by the Oakland people and then a short trolley ride brought the party to the University of California at Berkeley, where welcome was given in the Greek theater. The library of the university was being moved into its new building and this novel sight was of great interest. The fine new building was greatly admired both from the architectural viewpoint and for its adaptability to use. Returning to San Francisco the party divided, about fifty-five taking the train that evening for the Yosemite Valley, the rest leaving San Francisco the next morning for Sacramento and the East.

The Yosemite party awoke the next morning at El Portal, had an early breakfast at Hotel Del Portal and then started on a stage ride of about fifteen miles into the valley. The road followed the course of the Merced River, sometimes along the face of a cliff at a dizzy height above the river, and sometimes through a bit of quiet

meadow or stretch of forest. The mountains soon began to pile up precipitously and hem in the road, and the views became grander, culminating in that of the great El Capitan, a cliff rising 3,300 feet above the valley. The road then wound along the level floor of the valley for several miles to Camp Ahwanee, where about half the party found delightful quarters in tents. The rest went on to the Sentinel Hotel at the center of the valley. Camp Ahwanee with its outdoor life, its great campfire at night, and other sylvan delights, was called the best place in the valley until a lizard was discovered in one of the beds. This visitor was harmless, but the care with which the beds were scrutinized at night after that chilled the enthusiasm of some of the ladies for camp life. Three delightful days were spent in the valley with climbs by the more strenuous either by mules or on foot to Glacier Point and Eagle Peak, or quiet drives through the valley to Mirror Lake, Bridal Veil Falls, and Yosemite Falls. All were loath to leave the valley.

The detour from the Yosemite Valley to visit the Mariposa big trees was made by only one member of the party, the patriarch. The sight of the trees was declared by him to amply repay him for the eighteen hours he passed in a stage on two successive days. He reports that the trees were all accounted for and as described in the guide book, and that they all seemed to be older than he is.

The return trip by rail along the Merced River was made by daylight that the party might marvel at and be thrilled by the engineering feats in railroad building.

From Merced to Sacramento the road passed through fertile valleys, and glimpses were caught of the energy of the county library workers, some of whom boarded the train at Merced, Modesto, and Elk Grove with words of welcome and gifts of flowers and the characteristic fruits. Cherries were offered in abundance everywhere, and at Elk Grove in addition to marvelous roses and sweet peas, the ladies handed each one a huge lemon.

At Sacramento the Board of Trade took

the party in automobiles about the city and into the country over perfect roads allowing time for a visit to the state and public libraries and giving a chance to see a gold dredger at work. A dinner given in the evening by the Sacramento library people was a fitting climax to the many expressions of hearty welcome given in California.

That night the majority of the party left for the East to visit on the way more wonders in Utah and Colorado. A few of the party returned by way of the Northwest. This small party went north by the Shasta route through a rugged mountainous country with the magnificent snow-capped Mt. Shasta in sight nearly all day. A short stay was made in Portland to visit the fine public library and enjoy the Rose Festival. The substantial character of the city and the finely equipped, progressive library appealed particularly to the visitors. A few hours' ride brought the party to the two great cities on the wonderful Puget Sound—Tacoma and Seattle, rivals in beauty, trade, progressiveness and library equipment. Several very pleasant days were spent by some of the party in these two cities, enjoying the bracing air, the glorious views of the mountains, and trips on the Sound. The hospitality dispensed by the librarians and their assistants was most cordial and the libraries were pronounced models of progressiveness and efficiency.

Several of the party made a detour into a foreign country and enjoyed the charming bit of old England which they found in Victoria, B. C. The librarian of the province in his light-hearted way made all wish their stay could be longer.

The Northwest was left with much regret. The charm of its cool climate, the wonders of its fertile soil, and the beauty of its luxuriant vegetation, its great forests, and its rugged mountains made all want to revisit this great empire which, it is prophesied, is destined to be the future home of the Anglo-Saxon race.

The party broke up in the Northwest, the different ones returning over many different routes, some by way of the Canadian Rockies, and some by way of the moun-

tains of Idaho and the Yellowstone Park with stops at Spokane, St. Paul and Chicago, where libraries were visited and hospitable welcome was extended by the librarians.

J. G. M.

#### Party No. 1—Eastward Trip

"For to admire an' for to see,  
For to be'old this world so wide,  
It's always done some good to me  
And I can't drop it if I tried."

—Adapted.

Judging by the difficulties in assembling the first A. L. A. party for departure at the various stops on the return journey, each person had applied Kipling's last line to the cities of our hosts. It was reported that applications for library positions were strewn broadcast from Sacramento to Denver, and also that certain members of the party might waive their aversion to the married state, should suitable local talent with the necessary requisites in the way of bungalows present themselves.

Leaving San Francisco the morning of June 3d, our first stop was at Sacramento, which proved one of the most pleasant surprises of the trip. We were met at the station by the members of the state library staff and escorted to the beautiful home of Mr. and Mrs. Gillis, where lunch was served. We were reminded too soon that we were still librarians by the arrival of the car to take us to the state library, where a number of new devices attracted our attention. Later in the afternoon motor boats were placed at our disposal for a trip up the river. The mistletoe on the banks was not needed to explain the popularity of the river; the natural scenery itself was sufficient. Dinner at the hotel with impromptu speaking closed a day that will never be forgotten. On the way to the train many stopped to visit the public library and to bid farewell to the staff.

Monday morning found us at Salt Lake City, which impressed one as combining the hustling activity of the West with the culture of the East. In the morning after a visit to the library of the university and the public library, we were taken in auto-

mobiles around the city, and up to Fort Douglas, where the view of the valley, the lake and the mountains was magnificent beyond description. Lunch was enjoyed at Saltair on the lake, or rather over the lake. Upon return to the city opportunity was given to hear the wonderful organ at the Tabernacle. Some of the more venturesome returned to the lake for a bath. The cordiality and the courtesy with which we were entertained by the trustees of the public library were greatly appreciated.

The trip from Salt Lake City to Manitou was remarkable for the scenery and the dust on the observation car, the only gift we received that failed of appreciation. Manitou gave an opportunity for two days of rest for those who did not wish to explore. Cheyenne Canyon on burro back, Pike's Peak and Colorado Springs attracted many.

Denver was our last stop, and after a visit to the library, a trip around the city and dinner at the Country Club, we climbed into our Pullmans, resolved that the next trip to the Coast should find all of us present.

C. H. B.

#### **Party No. 2—From Departure from Sacramento, East**

About thirty-five of us in two special Pullmans left Sacramento at bedtime on June 7th and on Thursday, June 8th, we awoke in Nevada and saw Reno from the windows of our dining car without missing any of our number. After this the only event of interest during that day was the parting of one of our ladies who insisted on being put off at a small station in the desert called Mill City, where neither mill nor city were visible. Her brother was waiting for her at the station and we felt much relieved on that account, for the region did not look promising for a tenderfoot even though she had had much practice on mule-back while with us.

Early on the morning of June 9th those who were fortunate enough to wake early or who roomed near the lady with the alarm clock saw the Great Salt Lake in all its glory from the Pullman windows as the train traversed the long "cut-off" which

has been filled in for miles across the northern part of the lake. In time we arrived at Salt Lake City, where a good breakfast soon put us in trim, so we were easily persuaded to walk two blocks and trolley out to the University grounds under the guidance of Miss Nelson, the librarian. The surrounding snow-capped mountains were of as much interest to us as the University buildings and the slightly location. Shortly after 10:30 all were at the public library, where Miss Sprague, the librarian, and her trustees took us in charge and after a short tour of inspection in the library, "autoed" us all over town through the rows of Lombardy poplars and splendid residences till we began to think that after all we might come here to live instead of Pasadena as was determined upon when we left Southern California. Not content with showing the city, our hosts took us to Saltair to a happy luncheon on the Great Salt Lake, and three hardy members of the party took a swim under the escort of one of the resident ladies. It was most enjoyable in spite of the fact that all the rest of the party looked on from a point of vantage nearby and mentally put us down as the "too fresh" members. Our dip removed that stain from our character and at luncheon we could dispense with the salt cellars, a shake of the head being entirely sufficient to flavor anything near by. Then, to end the day, a special organ recital was given for us at the Mormon Tabernacle and much enjoyed by all. We here parted from the lady-with-the-Scandinavian-reach, but we found a former member of our party who had come on this far by himself, so our number was still intact.

June 10th will long be remembered for its Rocky Mountain views. All day long we threaded tunnels, climbed passes, and descended canyons until all were satisfied as to the extent and grandeur of Colorado's Rockies. That night we were comfortably settled at the Cliff House at Manitou, where our long expected trunks were in the rooms all ready to greet us. We found here and enjoyed a round-robin letter from Party No. 1.

Sunday was given up to a beautiful drive in the morning through Williams Canyon to the Cave of the Winds and thence into the Garden of the Gods. The Cave was wonderfully worth the trouble and expense, and of course the Garden came up to expectations. We were very glad to learn that recently this natural wonder place had been acquired by the city of Colorado Springs. That afternoon was free for individual trips and some went up the incline, some did Pike's Peak, while others visited Crystal Park and a few drove to South Cheyenne Canyon and the Seven Falls, sadly commercialized now, the visitor being importuned to sit upon a 46-year-old burro and have a group taken with the Falls as a background.

Monday, June 12th, twenty-seven planned a trip to Cripple Creek over the "Short Line" noted for its scenic route along the mountain sides, climbing until nearly 10,000 feet above the sea level. A special car was put on the morning train for us and we all thoroughly enjoyed the winding road and its many views of peak and plain. At Vindicator Junction, by previous arrangement, we left the train and took a trolley along the upper circuit among the mines and shaft houses. A thunder shower gave pleasant variety and the distant sunny snow-capped Sangre de Christo Mountains beneath the curtain of the rain clouds will long be remembered. After a

good dinner at the Imperial and a walk down the main street of Cripple Creek, we took the train back, and would that here might end the description of our travels, for a few miles from Colorado Springs our special car without warning turned over on its side—providentially picking out about the only place on the line where the shelf was wide enough to hold it without rolling down several hundred feet. In the crash of breaking glass and splintering wood our party never uttered a groan or a cry, a truly wonderful thing, and as we gradually extricated ourselves, cut and bruised, and assembled on the bank, it was found that eight were quite badly hurt and a lady, not of our party, was crushed to death and a gentleman who had asked if he might ride in our car was badly cut and bruised. After twenty minutes the wrecked car was uncoupled and we were taken to Colorado Springs, where six went to the hospital and the rest were able to return to the hotel at Manitou, where nurses and the doctor awaited us. Our Denver stop scheduled for the next day was reluctantly abandoned, and by the evening of June 13th all were able to resume the journey home except two whom we left with two others to care for them at St. Francis Hospital at Colorado Springs. These sufferers returned East ten days later, and were at last accounts improving rapidly.

F. W. F.

## AMERICAN ASSOCIATION OF LAW LIBRARIES

Sixth Annual Meeting at Pasadena, Cal., May 18-24, 1911

When it was learned that the American library association had decided to meet at Pasadena in May, there was a strong feeling on the part of many members of the American association of law libraries that it was inadvisable to meet at the same time and place because the distance from the center of the country was so great, and because sessions during May of courts and legislatures would prevent many from attending.

The conference, although smaller than usual, was most gratifying, showing as it did an interest in the work of the Association on the part of many who had never met with us before, and giving others an opportunity to make new acquaintances and to learn of library activities which had not before come to their attention.

Lack of space makes it impossible to give detailed accounts of all the papers and reports presented. These will be found in *extenso* in future numbers of the Law Library Journal, which is published as a supplement to the Index to Legal Periodicals. The issues of this publication can be secured from the Secretary, the subscription price being \$5 a year.

There was presented a valuable paper on Ohio Reports by ex-President E. A. Feazel, of Cleveland. The information contained in this paper will be of great use to law librarians, giving as it does a key to the confused series of Reports published in Ohio.

Vaseline treatment of leather bindings was minutely described by Dr. G. E. Wire, who is an expert on matters of binding. Those institutions, whether general libraries or law libraries, having many sheep bound books, will do well to examine this paper.

Mr. O. J. Field, Clerk of the Department of Justice, made two contributions to the

program, one being the history and functions of the Department of Justice, a most interesting and enlightening paper which should be of general interest at the present time. The other contribution was a report made by him as Chairman of the committee on the bibliography of Latin-American laws. With the rapid growth of commerce with these countries, has come an increasing demand for information as to their laws, legal institutions, etc. In the past it has been impossible to secure such information, except on the rare occasion when some specially qualified scholar has made a trip to those countries and has found time to look into the matter. There is no organization in the law book trade in those countries, and seldom does one bookseller handle the publications of another. It was to meet this condition that the Committee was appointed. Some time ago a carefully drawn circular letter in Spanish was sent to universities, bar associations, etc., throughout Latin America asking for bibliographical information, and information as to booksellers from whom the works could be secured. Only two replies were received to this first effort, which well illustrates the difficulty of securing either books or information. One of the replies, however, was from Juan B. Barrios, Secretary of the Academia Colombiana de Jurisprudencia. It was a thorough bibliography of Colombian laws and outlined the kind of information which librarians—particularly law librarians—need.

There was submitted an interesting report on the reprinting of session laws, showing just what states had undertaken the work, how far the work had been completed, and what states were contemplating such reprinting. It was the sentiment of the Association that such work

be encouraged, as it was considered impossible for any institution to build up a complete collection of original editions.

The National legislative reference service, which was started in 1910, was not continued during the current year on account of lack of sufficient subscribers. This much-regretted discontinuance, it was hoped, would be only temporary, and the joint Committee with the National association of state libraries was continued, with instructions to do what was possible to make the service permanent.

There were other papers and reports on the following subjects:

Law and legislative library conditions in Texas.

The use of Library of Congress cards by law libraries.

The training of law librarians in library work.

Bibliography of bar association proceedings, being the results of the study by Mr. Francis Rawle of Philadelphia, who allowed the Committee to use the data which he had secured by careful investigation covering many years.

The Association made a protest against the custom in the Federal courts of charging fees for copies of opinions. A committee

was appointed to report upon some method whereby law libraries could secure the decisions more cheaply.

The death on May 11, 1911, of Mr. A. H. R. Fraser was reported. Mr. Fraser was librarian of the Cornell University Law School, and one of the leaders in the law library profession.

It was reported with regret that Mr. Gilson G. Glasier had resigned as editor of the Index. His self-sacrificing and efficient editorship was commended by suitable resolutions.

The following officers were elected for the coming year:

President, George S. Godard, state librarian of Connecticut; 1st Vice-President, Frederick W. Schenk, law librarian, University of Chicago; 2d Vice-President, Miss Gertrude E. Woodard, law librarian, University of Michigan; Secretary, Franklin O. Poole, librarian of the Association of the Bar of the City of New York; Treasurer, E. Lee Whitney, asst. librarian, Vermont state library; Members of Executive Committee; Gilson G. Glasier, state librarian of Wisconsin; Ethelbert O. S. Scholefield, legislative librarian of British Columbia; Thomas W. Robinson, librarian, Los Angeles County law library.

# LEAGUE OF LIBRARY COMMISSIONS

Eighth Annual Meeting, Pasadena, May 19-22, 1911

## FIRST SESSION

Friday, May 19.

The first session was a business meeting, held Friday, May 19, at 8:15 p. m. with the president, Miss Clara F. Baldwin, in the chair. The secretary being absent, Miss Guess Humphrey, of Nebraska, was asked to act as secretary. The report of the secretary-treasurer was read and approved. A report of the sectional meetings held in the winter of 1911 at Chicago and Boston was read. Mr. Milam, in the absence of Mr. LOUIS R. WILSON, chairman of the committee on second class postal rates for Commission bulletins, read the following report:

### REPORT OF THE COMMITTEE ON SECOND CLASS POSTAL RATES ON BULLETINS

In behalf of the committee appointed to secure second class postal rates for commission publications, I wish to report as follows:

1. That under the existing laws it is held that commissions are not entitled to the privileges desired.

2. That after correspondence with the Chairman of the Postal Committees of Congress of 1910-1911, it became evident that no legislation favorable to commissions would be enacted.

3. That inasmuch as the Congress now in session is assigned special duties, it will not be able to give the proposed matter consideration.

In view of the fact that no action has been taken by Congress, the committee wishes to offer the following recommendations:

1. That the League, in connection with the A. L. A., continue its endeavor to have library commissions and public libraries placed in the list of institutions entitled to second class postal rates.

2. That a committee appointed to represent the League be instructed to push the request at the coming session of Congress in December, and that it be empowered to call on the various commissions to co-operate with it in waging an active campaign in behalf of the measure.

3. That the committee ask merely for an amendment to the present law by which library commissions and all public libraries may be placed on the list mentioned.

LOUIS R. WILSON,

Chairman.

In the absence of Mr. A. L. Bailey, chairman of the committee on a library post, Dr. B. C. Steiner, chairman of the A. L. A. committee on federal relations, was called upon to report the present status of this matter. Dr. Steiner presented a clear outline of the problems involved in the question of a library post, book post or parcels post. A discussion followed in which the opinion seemed to prevail that a library post was the most desirable, since it allowed no special privileges to commercial interests. A motion was made by Mr. Milam that the committee on postal rates be instructed to make a definite report to members of the League within the next two months, as to what is wanted in the way of postal rates. The motion carried. On the motion of Mr. Dudgeon, it was voted to retain the committee on library post and to instruct it to confer with the A. L. A. committee as to the best method of bringing about a lower postal rate on library loans.

Mr. CHALMERS HADLEY presented the following

### REPORT OF COMMITTEE ON LIBRARIES IN FEDERAL PRISONS

For nearly two years your special committee on libraries in the United States penitentiaries has endeavored to improve the conditions in these libraries. It is a



cause of regret to the chairman that more definite results have not been secured during that time, but he believes that the preliminary work, which has been considerable, will prove valuable in future action which the League may take.

Without repeating at too much length, members of the League may be reminded that at the Bretton Woods Conference this committee was empowered to investigate conditions in the United States penitentiary libraries and to take action for their improvement. Personal visits were paid to the various penitentiary libraries by members of your committee and others. During the year 1910 various changes were made in the Department of Justice in Washington, which Department has supervision of the penitentiaries, including their libraries. Much time was therefore consumed in getting new officials in Washington informed as to the penitentiary libraries.

It became evident a year ago, that the Department of Justice seemed not to be impressed with the desirability of special attention to the penitentiary libraries, other than had been given them in the past. Therefore at the mid-winter meeting of the League held in Chicago last January, the chairman of your committee was empowered to have a bill introduced in Congress providing for better financial support of these penitentiary libraries, and it was agreed that when this bill was introduced, the co-operation of all library commissions in the country should be secured to further the passing of the bill. Immediately upon the adjournment of the League in January, it was discovered that congressmen could not easily be persuaded to make a special appropriation except through the Department of Justice, and that the Department budget for 1911 was already made up.

Mr. Walter I. Smith, a member of the Way and Means committee, was written to by your chairman and Mr. Smith replied as follows:

"I have your letter of January 9th. Congress is, as a rule, unwilling to make any appropriation for the support of Federal institutions not recommended by the prop-

er officials in charge, and ordinarily it will not exceed the estimates sent by the Department of Justice for the support of penitentiaries, nor would the committee on appropriations recommend increase of miscellaneous expenses in excess of that recommended by the Department of Justice in the hope that it would be spent for libraries when it might be spent for anything else. I would not say that it was probable that you could accomplish anything now in this session on this subject but would regard the most hopeful method of procedure to be for you to try and get an estimate for the next year's bills directly for libraries in the penitentiaries."

Other officials at Washington were approached but all agreed that it was quite futile to get a bill passed by the last Congress at that particular time. The president of the League stopped in Washington and inquired as to the possibilities for the proposed legislation and with the chairman of the committee agreed that it would be unwise in the face of certain defeat to try to secure this legislation at this time.

When it became evident, however, that the co-operation of the Department of Justice was so important, a final appeal was made to the Department to which the reply was received last January from the Acting Attorney-General which was in part as follows:

"As I wrote you June 18, 1910, the Attorney-General, under whose authority this appropriation is disbursed, is empowered to incur such expenses for library books as he deems proper and it is not thought that any change is necessary or advisable. Under this sub-appropriation the Attorney-General is authorized to purchase as many books as in his judgment are required. Should the appropriation be found at any time insufficient for the purchase of an ample supply of books, the Department in submitting its estimates of appropriations to Congress would ask for an increase in this sub-appropriation. It has never been found necessary or advisable as yet to ask for any increase for this purpose, and I am of the opinion that no increase is necessary."

Two librarians, Mr. Hopper of Tacoma, and Mr. Lucht of Leavenworth had, in the meantime, visited the libraries at McNeil Island and Ft. Leavenworth respectively. Mr. Hopper reported that the warden was anxious to improve the library conditions and gave him permission to withdraw and destroy a number of undesirable books on the library shelves in the penitentiary. Mr. Lucht reported that the Ft. Leavenworth penitentiary seemed to be trying to aid the prisoners through the library, but that the methods in vogue were obsolete and that as two men occupy a cell together, only the one in the upper berth could get sufficient light from the electric bulb in the ceiling to do any reading. The warden at Ft. Leavenworth hoped that later a reading room could be opened when privilege can be given to trusted men to make use of this room. There is no card catalog of the books and there is no fixed appropriation for the library. No new magazines are subscribed for, and no special efforts seem to be made to induce the men to read or to direct their reading. The chaplain who selects their books has none of our aids in book selection.

Following this information from the two librarians, the chairman of your committee then wrote to the Department of Justice and asked for information regarding certain conditions in the penitentiary libraries, not for the information itself, but to show the Department of Justice that the library conditions of the penitentiary libraries were not in the excellent shape that the letter of January 12 written by the Department would seem to indicate. These questions were replied to at length by the Department on February 9 in part as follows:

As you have been heretofore informed, the Department does not need larger appropriations from Congress merely for the purchase of books for the prison libraries, for the reason that the item of books is included with other items in the general appropriation, and therefore the Attorney-General can allow as much of this sum as he thinks necessary for the purchase of such books as may be selected for the use

of the prisoners at the Federal penitentiaries.

Up to the present time no special plan has been adopted with regard to the purchase of library books. Some time ago the attention of Congress was called to the necessity of providing teachers for the prison schools, but Congress did not accede to the request and we have at present no school teachers in the penitentiaries, other than the chaplain and now and then a guard who is more or less accomplished in teaching.

The total amount expended for books for the Federal penitentiaries during the past few years is extremely small. There have been contributions to the prison libraries on the part of people living generally in the neighborhood in which the institution is located, and these books have been placed in the library for the general use of the prisoners.

In reply to your direct inquiries, the following information is given as to each institution. I will first recite your question and then give the answer for each of the three Federal prisons, using the abbreviation "L" for Leavenworth, "A" for Atlanta and "M" for McNeil Island.

1. Does the one who purchases the books of the penitentiary libraries have any special training or experience in this work so as to guarantee financial economy in these purchases?

(L) All purchases that we are permitted to make are by order of the Department subject to the lowest bidder, other things being equal.

(M) Practically all books for the prison library are donated; few, if any, purchases have been made.

(A) No books have been purchased for the library in this penitentiary.

2. What are the principles of selection on which the books purchased for the penitentiary are based?

(L) Educational, reformatory, and recreational.

(A) We have made no selection further than to cull from the books which have been given us those which are suitable for use here.

(M) From the books donated any that are thought objectionable are destroyed.

3. Are the books in the library designed to provide reading along any special lines, if so, what lines?

(L) We have a few books of a technical character, especially along the lines of carpentry, plumbing, electricity, and farming.

(A) We have not yet formulated a design because in order to obtain any books we have been compelled to accept all that were suitable for our use.

(M) The books in the prison library are designed to provide entertaining and instructive reading.

4. What ratio, if any, exists between the number of books of a recreational nature and those of an educational nature?

(L) It is difficult to say.

(A) No fixed ratio for the reason stated in question 3.

(M) About 93 per cent of the books in this library are fiction, 7 per cent educational.

5. What per cent of the books circulated are fiction?

(L) About 65 per cent.

(A) As a large per cent of the books received were fiction, a large proportion of those read have been fiction, although we are unable to state the exact proportion.

(M) Practically 95 per cent of the prison library books circulated are fiction.

6. Is any ratio maintained between the number of volumes in the library and the number of prisoners?

(L) No.

(A) As our library is the result of gifts no ratio has been attempted.

(M) No ratio is maintained between the number of volumes in the library and the number of prisoners.

7. Are any means taken to interest the prisoners in the books, especially those prisoners who have not been in the habit of reading?

(L) Only in a general way.

(A) Yes. We have adopted various means to create an interest in reading, in addition to establishing a school for the purpose of teaching illiterates.

(M) A library catalog in each cell. The

librarian calls at each cell every evening, distributes and exchanges books and magazines, and inquires of each prisoner if there is not some reading matter he would like supplied from the library.

8. Are special books provided for prisoners who have a better reading knowledge in some foreign language?

(L) None.

(A) No, excepting text-books.

(M) No.

9. Are the prisoners given any assistance in their endeavors to progress along certain lines; along those lines which will be of assistance in helping them to employment when they are released from prison?

(L) This could not be done here to any extent, as we have no school.

(A) Yes, such as our limited library and facilities will afford.

(M) Present facilities are meager for affording prisoners opportunity for study along given lines.

10. Are dictionaries and other necessary reference books provided for the use of the prisoners?

(L) Yes.

(A) Only such have been provided as have been received in the form of gifts from interested people on the outside.

(M) Dictionaries and general reference books are poorly and meagerly represented in the prison library.

11. Is any attention given by the prison officials to see whether the books donated to the libraries are objectionable in character?

(L) Yes.

(A) Yes; no book is admitted to our library until it has been read and approved by one of the prison chaplains.

(M) Yes.

12. In what condition are books, and how often are they cleaned and repaired?

(L) In good condition for the most part, though some are old and shelf worn. They are repaired whenever necessary and frequently cleaned.

(A) They are generally in a more or less dilapidated condition when we receive them, and constant use does not improve their condition. We repair them as well as

we can, but there are probably 5,000 volumes in our library which should be consigned to the furnace because of their bad condition.

(M) The books in the library are in good condition. They receive daily attention as to cleaning and repairing.

13. Have the libraries in the penitentiaries any particular place in the scheme for helping the men or are they merely incidental?

(L) The latter.

(A) Rule 57 provides that the chaplain shall have charge of the penitentiary library and see that no improper or sensational books or publications are admitted therein. This rule implies that a prison library is eventually intended, but thus far the government has not provided any books for the library.

(M) The intent of the prison library is to be of an elevating, instructive, and entertaining help to each prisoner.

14. Is there any way to tell whether the libraries have been of assistance to the prisoners, or of knowing whether there has been development in the use of books?

(L) Yes, the demand for reading matter; the increased circulation; the call for books of reference, etc.

(A) The Department's letter of June 18, 1910, answers this question as to the Atlanta penitentiary.

(M) The records kept by the librarian afford knowledge as to the development in the use of the prison library books, but there is little, if any, way of telling if the library has been of assistance to the prisoners.

The Department fully appreciates the importance of providing a library along modern, scientific lines, and any recommendations you may have to make upon the subject will be given very careful consideration by the Department.

(Signed)

J. A. FOWLER,  
Acting Attorney-General.

Your chairman believes that the Department at Washington is concerned regarding the welfare of the prisoners and is friendly to suggestions for improving li-

brary facilities for them. The keynote regarding its position is found in the letter just read, namely, "Until Congress provides a system for the education of prisoners, it is not seen how any successful efforts can be made looking towards the furnishing of a properly arranged library for the prisoners."

Your chairman believes that while a library can be of greatest value in an educational system in the penitentiaries, that its usefulness is in no wise dependent on such a system; that the reading of recreational and inspirational books alone would more than compensate the penitentiary for their cost; and that there are hundreds of prisoners of education who are not dependent on a special system for the enjoyment of reading. The greatest value of books will not be secured until they are in charge of skilled persons who can select them most intelligently and make their contents accessible through modern library methods, but it is a disgrace that a wealthy nation should limit the reading, even of its prisoners, to books that frequently are filthy and in rags, and which are largely chance contributions by visitors.

The chairman of your committee recommends that a bill be introduced into the next Congress for an annual appropriation for books and their care in penitentiary libraries. Even if Congress adhere to the rule that requests come through the supervising department, it is believed that the publicity which would be given through discussion would be of great value in improving penitentiary libraries.

In resigning from the Committee the chairman recommends that the present Secretary of the A. L. A. be appointed on the committee with another member who lives in or near Washington.

CHALMERS HADLEY, Chairman.

Mr. Dudgeon moved that the committee on libraries in Federal prisons be continued and that steps be taken to co-operate with other associations such as the National Prison Association to push along the work along the lines suggested in Mr. Hadley's report. The motion carried.

Mr. Dudgeon read the report of the publications committee in the absence of the chairman, Mr. R. P. BLISS. The report was as follows:

#### REPORT OF THE PUBLICATIONS COMMITTEE

At the Mackinac meeting several matters were referred to the committee for action and these will be treated in order.

It was voted that the Publications Committee confer with the A. L. A. Publishing Board in regard to the relations of the two bodies. This was taken up immediately after the summer meeting. After some conference it was decided that the Publications Committee of the League should be considered as an advisory body by the Publishing Board. If it decides that a certain publication is needed it will recommend it to the Board, which will issue it through the A. L. A. Headquarters. It was also decided that the A. L. A. should take over all of the publications of the League now in print and sell them with other library publications at Headquarters. This will centralize the sale of all such things and prevent any doubt as to where they will be found. In accordance with this decision, the following pamphlets were sent to A. L. A. Headquarters: List of magazines for small libraries, Anniversaries and holidays, and the List of stories to read aloud, together with a few unimportant items. Hereafter, inquiries regarding these should be addressed to the A. L. A. office in Chicago.

In this latter arrangement an exception was made of the Suggestive list of books for children. It transpired that the Publishing Board was issuing a somewhat similar list and it was feared that if they were sold together there might be confusion. Your committee therefore arranged with the company which was printing it, to attend to the sale of the Suggestive list. All communications regarding this should be addressed to the Democrat Printing Co., Madison, Wis. They have fixed the price at \$15.00 per hundred copies, single copies will be 25 cents. Those of you who have seen the list will agree that this is a very

reasonable figure for such a piece of work. The commissions had subscribed for fourteen hundred copies before it was issued.

The matter of study outlines was referred to this committee with power to appoint a subcommittee to investigate and report at mid-winter meetings. Following these instructions Mr. M. S. Dudgeon of Wisconsin, Miss Grace Betteridge, of New York, and Miss Margaret Brown of Iowa, were appointed a subcommittee to consider the matter. They reported in January that they were not ready to make a definite report but were inclined to recommend outlines based on the use of one book as a text-book with only a few references to other books..

In accordance with the action of the League at Mackinac, the Handbook was prepared with the idea of its being used for some time without reprinting. Hereafter, the annual issues will contain only statistics and new material. By this means, it is hoped to reduce the cost of this publication.

One matter which your committee has been seriously considering is the possibility of preventing the duplication of effort and expense in preparing and printing lists of books and other material. The situation as it exists to-day is illustrated by our experience with the Suggestive list of children's books. At the Mackinac meeting the question of having this published by the A. L. A. Publishing Board was presented to them and it was learned that they were on the point of issuing a similar list. While we were corresponding with various commissions to ascertain the number of copies of our list that they would need, one secretary replied that they would not need any as they were about to issue a list of their own. At the same time that the A. L. A. list made its appearance, its editor issued still another with the imprint of her library. Here we have four lists, similar in purpose, in preparation, all making their appearance at the same time. Would it not have been better if these four persons had been at work on different problems instead of one? This is not an exceptional case but well

illustrates a condition which should be changed. There are problems enough for all and there should be something done to secure a wider distribution of effort.

With this in mind, we wrote to a number of commissions asking them to send us, on cards, in the form of subject entries, titles of any material which might be of help to others and which they can supply. In reply to this request many cards have been sent and there is at the office of the chairman of this committee the beginning of an index to such material as is in print. At the same time we asked for subjects on which pamphlets might be useful and received several answers. These will be gone over and if it seems wise will be assigned to members of the League to prepare for publication. Some of the subjects are as follows:

Suggestive list of one thousand books, revised annually.

List of children's books to be kept up to date.

A discussion of the library budget.

Reprint of Soule's Library rooms and buildings.

Plans for small library buildings costing less than \$5,000.00.

List of books for penal institutions and hospitals for the insane.

List of books in elementary English for use with immigrants.

It will probably be found that some of these topics are impracticable, but others will be made use of. Your committee would suggest that if commissions, or librarians, feel the need of material on any subject they write us and we may be able to tell them where they can find what they want, or it may be a hint to us to go to work and put something in print.

The Eastern section of the League at its meeting in Boston, requested this committee to ascertain each year what lists the various commissions had published or were preparing to publish. Nothing has been done with this as yet but it should be kept in mind and such information secured. It was also suggested that the Committee issue a circular containing news which might be of interest to the com-

missions. As we could not see just what was desired it was decided to wait for more light before undertaking such a work.

Recently it was learned that the Wisconsin Commission was printing in the current number of their Bulletin a list of material on sociological topics which could be secured at little or no cost. As the list was very good, the A. L. A. Publishing Board was asked to issue this for general use. This has been arranged for and it is advertised at three cents each for ten or more copies. Commissions will find this a very useful list.

The Massachusetts Commission is issuing a revised edition of Miss Zaidee Brown's Directions for the librarian of the small library. This will not take the place of Miss Stearns' Essentials in library administration, but will give the main points in a more concise statement and will probably be more useful in many places. This has also been reprinted by the Publishing Board.

The need of a list of books for use in penal institutions and hospitals for the insane has been considered, and Miss Carey, of the Minnesota Commission, was asked to undertake such a work. She has not completed the work as yet but is making careful preparatory investigation. We feel sure that when this list is published it will be well worth while.

ROBERT P. BLISS,  
Chairman.

Mr. Dudgeon asked that the consideration of the amendments to the Constitution be deferred until the next meeting.

On the motion of Mr. Hadley, it was voted that Mr. D. C. Brown of Indiana be delegated to represent the League at the National Conference of Charities.

The president announced as a nominating committee Miss Margaret Brown, Miss Isom, and Miss Allin. The meeting then adjourned.

## SECOND SESSION

Saturday, May 20.

At the opening of the second session of the League, held May 20, at 8 p. m.,

the president called to the chair Miss Cornelia Marvin, of Oregon, who conducted a round table on the relation of library commissions to educational extension. Miss Marvin introduced the subject briefly, dwelling on the importance of encouraging the establishment of civic center and public question clubs, especially in the western states, where the initiative and referendum has placed larger responsibilities on the people. Miss Marvin read a number of letters from Commissions not represented, telling what they were doing in encouraging and directing educational extension.

The first topic taken up was Plans for definite work with organized agencies and Mr. Milam of Indiana opened the discussion on civic centers and public question clubs. Mr. Milam thought that the Commission should help to organize such clubs only in towns where there is no public library, and that it should do so only to establish agencies through which to circulate books. Miss Marvin told of the plans which they have for work in Oregon where they expect their field organizer to help in the organization of civic clubs. She will work in co-operation with the state superintendent largely through the county superintendents who will really be the active field workers. Public meetings will be planned, clubs organized, and programs and books will be furnished by the Commission. Miss Helen Kennedy told of the plans to be carried out next year in Wisconsin. A field visitor of the Commission will assist in organizing boys' clubs, civic leagues, etc., the work to be carried on usually through the local library, with direction and encouragement from the Commission.

Miss Brown of Iowa discussed the Commission's work with women's clubs. They are becoming more or less public question clubs, since women are growing more and more interested in civic affairs. The Iowa Commission assists clubs with outlines and lends them books from the open shelf collection. They have no fixed study groups. The relation of the Library Commission and the grange was discussed by

Miss Isom of Oregon. The Oregon Commission makes up programs and has package libraries to send out to grange meetings. The Massachusetts Commission made up a brief list of good agricultural books and gave them to public libraries to distribute among farmers. In Iowa a traveling library of agricultural books is placed in each traveling exhibit sent out in special cars by the State Agricultural College. In Oregon an exhibit of books is always made by the Commission during the short course at the Agricultural College. The relation of the Commission to teachers' organizations was next discussed, and the importance of teaching teachers something of the use of books and helping them in the matter of book selection was dwelt upon. In Oregon special help is given to High School graduates preparing commencement essays. A suggestive list of commencement essay topics is sent out by the Commission.

At the close of the round table a business meeting was held. Mr. Dudgeon reported for the committee on plans for study outlines as follows:

In study group work there is seldom a teacher. It would seem that it is necessary, therefore, that the outline be prepared with reference to a single text-book, this text-book to be the unifying factor in the study group work. The commission should recommend to the study groups that this text-book be purchased by every member of the club. (In some subjects it may be found impossible to find a single book covering the entire subject, and it will be necessary to base the outline on several.)

In addition to the text-book, there should be made up a group of three to ten books, the best obtainable covering the subject matter considered by the study group. These should be selected to serve the purpose of elaborating the text-book. The outline should contain references to all these books.

The library should be supplemented by as many books suitable for collateral reading as can be obtained. It is not contemplated that these additional books should be necessarily furnished, but it is thought that in this way good use can be made

of books which are already the property of the Commission. (This gives latitude to those commissions which wish to send a larger number of books.)

The outline should be followed by a bibliography, a list of books and material valuable as collateral readings to be obtained elsewhere than of the commission. This list should include fiction, pamphlets, magazine articles, etc.

On Mr. Milam's motion, the report was accepted. It was voted that the publications committee be instructed to appoint a committee of three on study outlines, with instructions to follow the recommendations of the committee report, and to take steps toward the publication of such outlines.

Mr. Dudgeon read the report of the committee on the revision of the constitution, which was as follows:

The following amendments to the constitution of the League of Library Commissions are proposed:

Article 5. Executive Board. Omit the present second paragraph and insert the following:

The Executive Board shall appoint a chairman for sectional meetings when neither the president nor any vice-president can be in attendance.

Article 6. Committees. First paragraph to read as follows:

There shall be a publications committee of three members who shall co-operate with the publishing board of the A. L. A. in securing suitable material required for commission work and in the organization and equipment of libraries, and who shall, subject to the approval of the president of the League, arrange through co-operation with such publishing board or otherwise for the printing of such publications, and for the price at which they may be sold.

Article 7. It is proposed to reduce the amount of the yearly membership fee now fixed at five dollars, to some smaller amount. (Two dollars, two dollars and fifty cents, and three dollars have been suggested as proper amounts.)

Article 8. Annual meeting. The annual meeting of the League shall be held at the time and place of the annual meeting of the A. L. A.

Sectional meetings. Any group of members representing 5 (or other proper number) states in the East, Middle-West, West, South, or other section of the country, may

by mutual agreement hold a sectional meeting at such time and place as may be agreed upon. At such meeting such matters shall be considered as shall be selected by the members there assembled or by the Executive Board. No vote taken at such meeting shall be binding on the League, but shall be advisory only. The executive board and committees of the League may ask for an advisory vote which may guide them in determining questions arising in the prosecution of their work. No such vote shall release the committee from its responsibility in any matter.

It was voted to dispense with the amendment to Article 7.

It was moved to amend the proposed amendment to Article 6 by adding after the word "members" the following "and president of the League" and by striking out after the words "commission work" the words "and in organization and equipment of libraries" and by striking out after the words "who shall" the words "subject to the approval of the president of the League."

In the amendment to Article 8, it was moved to strike out the following "5 (or other proper number)" and insert in lieu thereof "3 or more" and to strike out the words "in the East, Middle-West, West, South, or other sections of the country" and to add after the words "mutual agreement" the words "and with the approval of the executive board." Mr. Milam moved that the amendments as amended, be adopted. The motion carried.

The nominating committee presented the following report: For president, Miss Cornelia Marvin, of Oregon; for first vice-president, C. H. Milam, of Indiana; for second vice-president, R. P. Bliss of Pennsylvania; for secretary-treasurer, Miss Charlotte Templeton of Nebraska; for members of the publications committee, M. S. Dudgeon, Wisconsin, chairman, Miss Zaldee Brown of Massachusetts, and Miss Mary E. Downey, of Ohio. On Miss Tyler's motion the report of the committee was accepted and the secretary was instructed to cast the ballot for the above named officers.

Adjourned.



# NATIONAL ASSOCIATION OF STATE LIBRARIES

Fourteenth Convention, Pasadena, California, May 22, 1911

The meeting was called to order by the President, Demarchus C. Brown, of Indiana. Mr. George S. Godard, of Connecticut, was chosen acting secretary, and committees on auditing, nominations and resolutions were appointed. The president then read his annual address.

## PRESIDENT'S ADDRESS\*

State librarians, like all librarians, should be lovers of books, not their janitors. How well are state libraries leading their commonwealths in the development of better citizenship, in the diffusion of knowledge, in betterment of the conduct of government and in the enactment of better laws? Are they the center of the readers of their states, and do the citizens look to them for expert advice? Are the history lovers of the state grouped around its state library, and does the library stand for proper care and organization of the public archives?

The state library should be the center of the historical work of the state—especially of that on state history. Private historical societies should be encouraged; but a state society should keep its collections and records at the state library and hold its meetings there. This would lend a sense of security to their work which would result in more gifts of manuscripts, rare books, etc. It would also spread the study of the history of the state among the people, and the system would be more democratic than that of a private society.

The archives of the state are historical and should be properly cared for and made accessible. Officers do not like to give up their records; but a campaign of education and the use of tact will avoid this difficulty. Many state records are stored in damp cellars, the state officers know nothing of them, and they are thus inaccessible to everyone and are decaying. Provision

\* Abstract.

should be made for their preservation and classification, and all public officials should be authorized to turn over to the state library—when made the depository—all records not in current use.

The merit system is a necessity in a state library. Partisanship should not control appointments. In a library where training, scholarship and love of books should be the dominant influences, it is humiliating to find the spoils system in control. Where a library touches politics, even remotely, the merit system is the safest way to insure permanency, in spite of all that may be said against examinations. The judgment of the librarian on personal qualifications, etc., should count one-half. The system drives away the politicians in disgust.

The state library should be a university extension work-room, especially in political science, sociology and history. There should be close co-operation with colleges and universities. Their students may work in the state library and have some supervision from the library staff. The legislative reference department can do much that will be mutually profitable along this line. The same co-operation can be arranged for the schools of the state, especially in debating.

The legislative reference work should be extended to cover municipal reference. Collections on municipal affairs should be formed and material freely loaned to cities as they need it for light on municipal problems. The state library and the state museums should be closely connected; not necessarily in administration. Both are necessary to each other; they overlap.

The state libraries should at once arrange a system of inter-library loans, so that each state library can profit from the collections in which other state libraries have specialized more fully.

In the discussion which followed, Mr. Godard told of what Connecticut was doing in archives work, and Mr. Hitt told of the beginning which the state of Washington had made. Mr. Henry, of the University of Washington, emphasized the value of museums, and Mr. Scholefield, of British Columbia, described the close relationships of the provincial library and provincial museum in that province.

Mr. Gillis, of California, then read his paper on:

#### **THE STATE LIBRARY AS HEAD OF THE LIBRARY ACTIVITIES OF THE STATE\***

The trend of modern business methods is entirely toward unification of organization. The numerous charities which have long been struggling to improve living conditions have realized the waste of energy in duplication and are reorganizing under one management. An efficient management will quickly do away with needless machinery of organization, and bring all necessary departments into close and vital connection. This is also sound public policy and as applicable to library affairs as to industrial.

If all the library activities of the state are under one control, extra organization is done away with. It means economy of administration and unity, continuity, and concentration of policy and effort. It will receive better financial support from the state than will several organizations, the distinction between which may be difficult for the legislator to realize. The same is true of support by the citizens of the state.

If it is good business then to have all the library activities of a state under one head, what shall that head be? In practically every state the state library has been the first expression of library service through a central medium. As it has developed its organization and collection along various lines, it has laid a solid foundation for other lines of activity if it should be called on to conduct them. Its activities and recognized position will give it assured financial support. With these

\* Abstract.

advantages the burden of proof is with those who are against its leadership rather than with those who are for it. Rather than create offshoots, hold to the original organization and investment and improve its management and expand as may be necessary.

Remarks on the paper were made by the president, Mr. Hitt, and Mr. Henry, of Washington, Mr. Severance, of Missouri, Mr. Godard, of Connecticut, Miss Lee, of Kansas, Miss Downey, of Ohio, and others. They commended the points made; but showed the practical difficulties in the way of carrying them out in some states where the development of the state-supported libraries had not laid as steady a foundation as it had in California.

Mr. Hitt, of Washington, then read his paper on:

#### **DISTRIBUTION OF PUBLIC DOCUMENTS TO COLLEGE, UNIVERSITY, AND PUBLIC LIBRARIES**

(No summary of this paper can be given, as no copy is as yet in the hands of the secretary.)

The report of the secretary-treasurer was then read.

#### **SECRETARY-TREASURER'S REPORT**

The financial report showed receipts of \$359.30 and expenses of \$254.27, leaving a balance of \$105.03. The library members added during the year were the Tennessee state library and the Philadelphia free library. The recommendation was made that a summary only of proceedings be printed in the A. L. A. proceedings and that proceedings in full be printed separately. This would enable the association to get out its proceedings more promptly and would have other advantages.

The auditing committee reported that the financial report was in good form and correct. The recommendation referred to the executive committee with power to act.

The nominating committee reported and recommended the following names:

President, Mr. Charles F. D. Belden, of Massachusetts.

First vice-president, Mr. J. M. Hitt, of Washington.

Second vice-president, Mr. E. J. Lien, of Minnesota.

Secretary-treasurer, Mr. A. C. Tilton, of Connecticut.

The report was accepted and after the necessary formalities the persons recommended were declared elected unanimously.

The committee on resolutions presented and recommended the passage of the following resolution:

WHEREAS, It is with great surprise and regret that we have learned of the recent removal "for political expediency" of C. B. Galbreath as state librarian of Ohio, who during a service of fifteen years has proven himself to be a faithful, efficient, and competent public official, both in the affairs of his own state and in his relations to this association;

RESOLVED, That we, the National association of state libraries, deplore this renewed entrance of politics into a depart-

ment of government which to be successful requires not only personal adaptability, but also professional skill, which is greatly increased by years of experience;

RESOLVED, That a copy of these resolutions be sent to Mr. Galbreath and to Governor Harmon.

The resolutions passed unanimously.

Mr. Ranck, of Grand Rapids, Michigan, reported informally for the committee on the publication of a municipal year book, a joint committee with the Special libraries association. The committee has interested other organizations and individuals who are active in municipal affairs, and good progress is being made.

After discussion, the committee was instructed to proceed with its work and to co-operate with other committees.

After other papers and committee reports were ordered printed, the meeting adjourned to meet at the call of the president, if a supplementary meeting before the next A. L. A. conference seemed advisable.

[The Association will print its proceedings in full in a separate pamphlet.]

## SPECIAL LIBRARIES ASSOCIATION

(Hotel Maryland, May 22, 1911, 8:15 p. m.)

In the absence of the officers the meeting was called to order by Mr. S. H. Ranck, librarian public library, Grand Rapids. Mr. A. J. Small, librarian of the Iowa State law library was elected president pro tempore and Mr. R. H. Johnston, librarian Bureau of railway economics, Washington, D. C., secretary pro tempore.

Reading of the minutes was omitted. Mr. Ranck, as chairman of the committee on the Municipal Year Book, which committee co-operates with similar committees of other bodies, presented his report which showed progress. It was resolved on motion of secretary, seconded by Mr. F. B. Graves, librarian Mercantile library, San Francisco, "That the Special Libraries Association has heard with interest the report of Mr. Ranck on the work of the Committee on

the proposed Municipal Year Book; that we endorse the work of this committee, recommend its continuance, and approve the suggestion that the work be published and feel that details may safely be left to the committee in charge. We suggest, however, that in its first appearance the proposed Municipal Year Book be limited to such scope and detail as may encourage a publisher of standing to undertake the work of placing it on the market."

At the request of the president, Mr. F. W. Faxon, of the Boston Book Co., gave an interesting account of the work of the special libraries in Boston and an unofficial report of the winter meeting of the Massachusetts special libraries. Mr. Purd B. Wright, librarian Kansas City public library, described the growth of a special collection of works relating to the packing

industry at his former charge at St. Joseph. Mr. R. A. Campbell, legislative reference librarian, California state library, responded to a request for an account of the legislative reference work of the state library and Mr. R. H. Johnston outlined the work and methods of the recently established library of the Bureau of railway economics at Washington, D. C.

On motion of Miss Grace M. White, of the Los Angeles public library, it was voted that the association ask the editors of the Municipal Journal and Engineer to publish separate copies of this Municipal index, for sale, preferably printed on one side only.

After some interesting and instructive

informal discussion it was moved by Mr. Campbell, seconded by Mr. Wright, that the officers of the Association be re-elected for the coming year. The officers of the past year were as follows: President, J. C. Dana, Free public library, Newark, N. J.; vice-president, Robert H. Whitten, Public service commission, New York City; secretary-treasurer, Guy E. Marion, 93 Broad St., Boston; executive board, the president, the vice-president, the secretary-treasurer, George W. Lee, care Stone & Webster, Boston, Herbert O. Brigham, State library, Providence, R. I., John A. Lapp, State library, Indianapolis, Ind. The secretary was instructed to cast a ballot, after which the meeting was declared adjourned.

## CATALOG SECTION

### FIRST SESSION

Saturday, May 20, 2:30 p. m.

#### SYMPOSIUM ON CATALOGING FOR SMALL LIBRARIES

Miss Jeannette E. McFadden, librarian public library, Santa Ana, California, presided, in the absence of Mr. Andrew Keogh, of Yale university, chairman.

After reading of the minutes, Miss AR-TENA M. CHAPIN, librarian public library, Redlands, California, opened the program with a paper on

#### CATALOGING IN A SMALL CITY LIBRARY

Miss Chapin said in part:

The first rule is to make the catalog simple. The second is to make the entries and imprints brief. They should be as brief and as simple as can be done without taking away from the clearness of the catalog. The staff of a small city library is limited, and the cataloger must do other work, so it is a large item for her to economize time by shortening the detail work of her cataloging. Of course she must be sensible in this, and must always keep before her the point of view of her public, and while she is lessen-

ing her own work she must not omit anything which will take away from the ease of the use of the catalog.

It is not necessary to spend much time looking up full names, or dates. The object is to have names entered uniformly. It is oftentimes more confusing to the public to find a name entered in full, especially when this name is somewhat different than the one by which the author is best known, than to have the name entered without sufficient fullness. It seems to me that the best rule is to enter always the name by which the author is most commonly known. It is excellent training at a library school to compel the student to look up real names and full names, but it is not so practicable to make use of all this training when actually engaged in preparing a catalog for the public.

Another way in which the cataloging may be shortened is in the imprint. The size, pages, illustrations and plates, may be omitted as a rule, except in books where these might add value to the enquirer. If your library is one in which there is much student work, or research work, of course these items should be included, but in the average public library no mention need be made of illustrations or plates except in

extra illustrated books; and the size and number of pages never seem necessary. The publisher's name should be used rather than the place of publication.

In fiction use only the author's name, the title and date. As for the classification, I am not fully persuaded that the custom of some libraries of omitting Cutter numbers from fiction, is desirable. Of course no classification number should be used, but a Cutter number seems to me almost indispensable.

It is not necessary to carry out the classification number in non-fiction beyond two decimal points, except in rare cases. It is better to make all American poetry 811, and English poetry 821, without attempting to subdivide into periods. Also, certain periods of history are more confusing than otherwise, when brought out under a long subdivision, as, for instance, the many places provided for in Dewey for the civil war period, or for more modern events in United States history, or many European periods.

The problems of a cataloger in the library of a large city are, of course, in many respects just the opposite to these, but the small library needs no such detail of long title and sub-title, editor, etc., for the use of its public. In fact, co-editors and co-authors, translators sometimes, need not be emphasized by a special added entry card, in the catalog of the small library.

I suppose all of us are anxiously awaiting the new Decimal Classification. Doubtless there will be a definite place for the many new subjects which have come into being and prominence since the last edition. It seems to me some of the distinctions made in the classification are unnecessary for the public library. For instance, I see no reason why English and American poetry should be separated, or English and American essays, or dramas. The patron of a public library who asks to see the books of poetry must be shown the shelves for American poetry and English poetry, and French and German poetry, unless he has a certain writer in mind. Why would it not be clearer for the public, easier for the cataloger and less confusing all around,

to place all poetry written in the English language, in one place in the classification, and also all essays, dramas, miscellanies, etc. When a book is written in French or German, it should be classified with French and German literature, but if written in the English language whether by a Frenchman, a Swede or a Japanese, why shouldn't it be placed on the shelves with other books of literature in the English language.

Although the Library of Congress cards are in many ways a great help to the cataloger, especially in suggesting subjects, and in furnishing full names, yet the extra labor involved in sending for the cards, the liability of a delay in receiving them, the necessity for adding the call numbers, the subject headings, and making certain extra cards, seem to be great enough to make the cataloger in the average public library doubt the advisability of using them. The fulness of entry is of course a great advantage, and one sufficiently large to warrant purchasing these cards by many librarians.

There is one place where the cataloger in the small library must use a large amount of wisdom, and also must conscientiously and painstakingly force herself not to shirk, and that is in the analyticals. Analyticals are important in catalogs of any size, but in the catalog of the small library where material on many subjects is apt to be scarce, they are most necessary. In making analyticals, the subject analytical is for the most part the only form of entry needed. I think it is the experience of most libraries, large or small, that the use of the card catalog by the public is limited to a select few. The mere mention, to the casual inquirer of a certain book, that he may find whether the library contains it and if not what other books there are on the same subject in the library by looking in the card catalog—I say the mere mention of this is sufficient to cause the casual inquirer to say, "Oh, I think I'll just look along the shelves and see if I can't find something else. I wasn't very particular about it anyhow."

Probably every cataloger prides herself on her ability to place herself in the atti-

tude of the public, and having made cross-references from every conceivable subject (and by the way, cross-references are a most important factor in the cataloging of the small library) she feels that she at last has left no loophole whereby the searcher after knowledge could miss finding exactly what he is after, provided it is in the library. But this feeling of complaisance rests only on the inexperienced cataloger, for the one who has been through the ordeal knows that only after many trials the desired result is approached.

The shelf-list card may be shortened to a mere entry of author and brief title. The author's initials may be omitted in most cases, except where there might be a confusion through similarity in name; the briefest title may be used which will indicate the book, and in fiction, no date need be given.

To sum it up: brevity, clearness, consistency—these three are the essentials of cataloging in a small city library. The cataloger who follows these rules cannot go far astray in her endeavors to give the greatest satisfaction to the public, and to make accessible every book in the library.

In the discussion that followed, Miss Hitchler deprecated the use of either class or Cutter number in fiction, saying that the confusion of arrangement on the shelves, illustrated by Smiths and Stevensons, was not so important as the saving of time, and the better appearance of the books.

The suggestion that all poetry and other literature written in the English language be given one place in the classification aroused several dissenting voices. Miss Babcock of Los Angeles thought the educational value of a close shelf classification important and did not think it involved an appreciable saving of time. Another speaker doubted the advisability of tampering with the classification, saying that it usually ended with a confusion of numbers.

That the cataloging for a small library should be done as accurately and carefully, and with perhaps greater attention to analytical entries, was conceded, although greater brevity was more desirable than

in the catalog of a large or reference library. The question of growth must always be taken into consideration.

Miss FRANCES R. FOOTE, librarian of Occidental college, Los Angeles, continued the program with the following paper on

#### CATALOGING FOR SMALL COLLEGE LIBRARIES

After rashly promising to write a paper on cataloging for small college libraries, I began to wonder just what was meant by that title and whether my own experience could be considered representative of that of the average librarian of the average small library. A glance through the pages of the bulletin issued by the Bureau of Education entitled "Statistics of public, society and school libraries" soon convinced me that there were many small libraries where in all probability the conditions were very similar to those with which I am best acquainted, that is, where the librarian serves as reference librarian, cataloger and even desk attendant with perhaps only one more or less experienced assistant, or possibly relies upon student help altogether. In either case, the cataloging becomes a problem which must be solved as quickly and easily as possible, not only because the librarian and the college public need a catalog, but because the efficiency of the assistants or student attendants largely depends upon it.

While in the past there has been much discussion as to the choice between printed or card, dictionary, or classed catalogs, the small and especially the new college library will in all probability decide upon the dictionary card catalog as the one best suited to its needs.

It must, I think, be apparent that the two principal factors which enter into the determination of the general policy to be followed in cataloging a library are first the size and general make-up of the library and second the purpose for which it exists. Considering first the constituent elements which enter into the up-building of a college library, we find that the very manner of its

growth is generally conducive to irregular development, that is, some classes will greatly exceed in size and value other classes of perhaps little if any less real importance.

Those who use the catalog, and especially those who do not use the catalog, but rather pursue their investigations through the librarian, rarely have any idea of either the absolute necessity of a catalog or the work involved in making one. The college professor and member of a library committee who remarked one day when he found me studying the "A.L.A. list of subject-headings," "How lucky you librarians are, with time to read poetry" saw only the wide margins of the aforesaid book, and his remark was quite natural considering his probable state of ignorance concerning the details of library management.

Another thing discouraging to the college library cataloger is the difficulty only with which the necessary books and tools can be obtained. I suppose and indeed have been told that this is common in public libraries as well, but it is certainly too true that in school libraries the librarian's needs are often subordinated to the needs of all other departments. Fortunately it is true that many of the general reference works to be found in even a small college library will supply much of the information which in a large library would be sought for in special cataloger's aids.

Enough has been said to make it evident that under average conditions cataloging becomes a task which can only be accomplished by outlining a definite policy which will admit of the adoption of such methods as will the most easily and economically achieve the sought-for end, that of making available not only the visible contents of the library, but much that is hidden from ordinary sight.

Inasmuch as the librarian of the small library need have no fear of a catalog becoming too large or bulky to house, it will be rather the lack of time which will determine the limits to which the work is carried than the size of catalog which is either possible or desirable.

The cataloger who is beginning work to-

day will find it much easier to determine upon the general lines to be followed than the one beginning work even a few years ago, for the whole trend of practice today is toward uniformity, and the longer one works with any of the codes of rules in general use today the more one realizes that they are founded on sound common sense as well as scholarly research. These rules are so well established and formulated that this paper will make no attempt to even touch upon the technique of cataloging, but instead will be confined to a few mere suggestions of ways and means whereby a small college library can be cataloged with the minimum expenditure of time and labor.

I doubt if it is possible to find any reliable statistics of the cost of cataloging in the type of library with which this paper deals, for much of the work is done at odd moments, subject to constant interruption, but we can feel sure that the use of the Library of Congress catalog cards as largely as possible is not only the best but indeed the only possible provision whereby the cataloging can be done at all; but my own experience makes me feel that unless cards can be obtained corresponding very closely in edition and imprint to the book for which they are desired, it is better to do all the work by hand than to try to make many erasures or corrections. I understand that some libraries disregard differences in date, edition and publisher, in ordering cards, but the labor involved in making corrections must in many cases be greater than in doing the work first-hand.

When we have been able to obtain the proper Library of Congress cards, we need pay no more attention to fulness of entry, for that in minute detail is done for us, but taking it for granted that the small library will not find it possible to catalog books by hand or typewriter with all this detail, we must come to some conclusion as to what is essential information and required in the case of author and subject entries, in the absence of printed cards. This will depend to some extent upon other library records, for while we must have somewhere enough memoranda to identify

each volume, yet it is not at all necessary to duplicate all this information as much is done if the accession book is fully used and if the cataloging is carried on with fulness of entry. While I have never quite wanted to give up the use of the accession book entirely, my preference is to simplify this record and supply to the public in the catalog the edition, date and publisher, which with author and title I take to be the really essential knowledge needed of the average book. I can, however, see that there might be conditions under which it would be more practicable to have these records made in the accession book with fulness than in the catalog. It is undoubtedly true that an inexperienced assistant would be able to keep the accession book records with accuracy when it would be absolutely impossible to entrust the same person with any of the cataloging. If student help is plentiful, the small library might reduce the work of cataloging very considerably by thus keeping a full accession record, and in some cases, if not in all, abbreviate the catalog entries by leaving out everything except author, title and date.

In a college library there are of course certain classes where such abbreviation would be obviously inadvisable, for instance in that of "Science," but in other classes, particularly that of "Literature," it is possible in some cases to give only author and title, leaving out edition, publisher, and even date, without injury to the practical usefulness of the catalog. A large proportion of this class is likely to consist of cheap reprints, but Boswell's "Life of Johnson" is Boswell's "Life of Johnson," whoever the publisher and whatever the date. If our Boswell is the one edited by George Birkbeck Hill or some other particularly good edition, then we should of course have a full entry, but an unimportant edition requires no bibliographic detail.

I am aware that the foregoing suggestion must have a distinctly heretical sound to some of you and, as I have stated, it is not to my mind the preferable thing to do, but it might be the practicable thing.

To proceed to the short entries. Editor and translator cards are as brief as possible and a college library will find that comparatively few title entries will be needed, for so many of our books will have decidedly undistinctive titles. In the case of the masterpieces of literature with which college libraries are well supplied, we will use title references in many cases, rather than duplicate title entries.

Now that the Library of Congress sometimes enters under the pseudonyms a few authors who are better known by their pen names than their real names, the library can feel that it is no longer breaking a tradition if it adopts college phraseology in this matter. Probably no college bulletin ever announced a course in the "Nineteenth century novelists" including Mary Ann Evans Cross with Dickens, Thackeray, Jane Austen and Scott as the novelists studied.

Everyone agrees that successful dictionary cataloging calls for the most careful and painstaking discrimination in the choosing of subject headings, that each book should be entered under the word which most peculiarly and specifically describes the subject of the book, and in order to gain this end the main subject-heading is often followed by sub-divisions which serve to qualify or modify it to some extent. A tendency toward elaborate sub-division is noticeable in the suggested subject-headings on the Library of Congress cards. It is a practice which is of course necessary in large libraries but I believe easily overdone in small libraries, for it may mean the duplication of entries for the same book under the same general heading, but under different sub-divisions, and even when not carried to such an extreme as that, there is still the danger that in searching for books dealing with one phase or aspect of a subject, books treating the same subject, but of a general character may be overlooked. For instance, in our library we have three books on Fungi, for all of which we were able to get the Library of Congress cards. The suggested subject-headings on the cards for two of these books was simply



"Fungi," but on the third the subdivision "North America" was added. Again we have only six books cataloged under the subject-heading "Gases," but had we followed the suggested subdivisions three would have stood with the heading "Gases," the fourth heading would have been "Gases-Analysis," the fifth, "Gases-Kinetic theory of," the sixth, "Gases-Liquefaction of," and yet the scope of each book was plainly indicated by the title in each case. These examples have been given not in the way of criticism of what is undoubtedly a necessary practice in the case of large libraries, but to show that such subdivisions of the subject headings are not for the small library. Sooner or later as the library grows, and as the cards under the main subject-heading increase in number, it will very likely be necessary in many cases to add the sub-divisions, but this can easily be done as the need arises.

Given a typewriter with the bi-chrome ribbon attachment, the use of red ink for subject-headings is, I think, most desirable. This is particularly so when the library is strong in biographical works and critical essays on the authors studied in the literary courses. It is often quite confusing to anyone who is not accustomed to consulting card catalogs to distinguish between author and subject entries when the same name appears first as author and again as subject.

There is one respect in which even the small college library is quite likely to differ very largely from the same sized public library, and that is in the use made of indexes and bibliographies. In many small public libraries it is thought a mistake to encourage readers to use such books themselves as the "A. L. A. index to general literature," the "Poole's index," or the "Readers' guide," because of the discouragement likely to follow when it is learned how little of the material thus found can be supplied by the library. But the college library can justly feel that it is a part of the educative process to not only require the student to use these books, but to encourage him to become acquainted with just as many books of that character as possible.

This practice will not only help the student, but by taking advantage of everything of this kind which has already been done by others, it makes it possible to accomplish much other work which would otherwise be out of the question, for there will remain many books not already analyzed by such co-operative undertakings, which will well repay in service for the time and effort spent in analytical cataloging. Now that the Library of Congress cards contain a table of contents in many cases, it is possible to analyze a volume of essays with very little work by following the directions in the Library of Congress handbook.

Personally I like the use of the slanting line drawn from the subject-heading to the underscored chapter or essay in the table of contents. It is a convenience to add the inclusive pages, but it is sometimes a difficult matter to find room on the card for them, and they do not as a rule, attract the notice of the ordinary user of the catalog. When Library of Congress cards suitable for use as analyticals are not procurable, a very simple and brief analytical form can be followed so long as it has enough uniformity with the Library of Congress cards to permit of easy filing and arrangement.

Another phase of analytical work which cannot be too strongly insisted upon is that of entering both bibliographies and maps. Historical maps are always in demand, and there are never enough atlases to supply all the members of a class at the same time.

It is very noticeable in a college library that the same subjects are called for over and over again. This is true not only because whole classes are studying the same subject at one time, but because the same process is repeated each year. In some cases therefore a bibliography of material in the library will take the place of too minute analytical work. Such a bibliography once prepared for a course given each year may be used again and again by merely rewriting occasionally for the sake of inserting recently added material, and for the sake of convenience it should include the references found by means of the co-operative and printed indexes. A carbon copy of this list or bibliography furnished to the

professor or instructor is a small attention but one much appreciated. Such a bibliography also saves much time in getting books upon the reserved shelves, but it should itself be entered in the catalog, else its existence may not be suspected some time when it is needed.

There are many ways in which the practical usefulness of a card catalog can be increased, which will occur to any one who is interested in the subject. Any material once found perhaps by long searching can be produced again at a moment's notice, if it is entered at once in the catalog. Not long ago I saw a catalog which indexed a collection of newspaper clippings by simply adding the words "See clippings" to the cards containing the subject-headings. Of course in this case no information was given to the catalog either as to the contents or the character of the clippings; but for practical purposes it is enough to be directed to the clippings themselves and that can be done most easily by some such simple means.

After all, cataloging for a small college library is essentially the same process as cataloging for a small public library or any other library for that matter, the only real and vital differences being the conditions under which the work is done and those which arise from the variation in the nature of the demand to be met by the catalog.

The Chairman appointed Artna M. Chapin, librarian of the Redlands, Cal., public library, and Matthew H. Douglass, librarian of the University of Oregon, as the nominating committee of officers of the Section for the following year.

## SECOND SESSION

Wednesday, May 24, 9:30 a. m.

### SYMPOSIUM ON CLASSIFICATION

In the absence of Mr. Andrew Keogh, chairman, Miss M. M. Oakley, secretary, presided. The first paper presented was written by W. P. CUTTER, librarian of the Engineering Societies Library, New York

City, and read by Miss A. L. Sawyer, librarian of Mills College, Cal.

### THE EXPANSIVE CLASSIFICATION

The Expansive Classification owes its origin to the study and labor of Charles Ammi Cutter. It was designed primarily as a working classification for the library of the Boston Athenæum, which at that time contained 100,000 volumes or more, to which the members of the Athenæum were allowed free access. The original notation comprised some features which appeared to stand in the way of its general acceptance, and the author devised another notation (not however changing the classification), which was applied to the Cary Library at Lexington, Mass. There were so many requests from persons interested in other libraries to have the Athenæum classification, with the Lexington notation, adapted to their needs, that Mr. Cutter was led to prepare a scheme applicable to libraries of every size from the village library in its earlier stages to the national library of a million volumes.

The old "fixed location" of books in definite places on definite shelves has almost universally given way to the "relative location," by which each book has its place assigned, not to any fixed location in the library, but to those other books to which it is related in subject. This grouping together of all books on the same or related subjects is of the utmost importance wherever the public is allowed free access to the shelves. Indeed, the "free access" system is in large part made practicable by systematic classification. Even where access to shelves is not granted, the time saved in getting and replacing books is more than enough to justify the adoption of some good classification. The rapid adoption of various schemes by all classes and sizes of libraries is one of the strongest arguments in favor of the practical nature of classification and of its adoption by those libraries which do not as yet have it.

Inasmuch as a scheme of classification once adopted can be discarded only with considerable difficulty, it is important that

the system chosen should be both theoretically correct and practical in application. It should arrange the books according to modern ideas and provide for books which are in actual use. A good classification should be: (1) Easy to apply. Its notation should be simple, its classes easily distinguishable, its call numbers as short as possible, its practical application easy for the inexperienced as well as the experienced cataloger. (2) It should be scientific and logical so that the public consulting the shelves may be able to find books on related subjects grouped together. Its point of view should be modern so that modern scientific works may be assigned to proper positions. (3) It should be flexible, allowing choice in special schemes for special libraries or collections. (4) It should be expansive, providing simple schemes for small libraries, and an elaborate scheme for large libraries. Provision should also be made by which, as a small library increases in size, the classification may be made more minute with a minimum of additional work or change in the books already classified.

The notation of the Expansive Classification is based on the use of the alphabet from A to Z for subjects, making subject subdivisions by the addition of second, third or fourth letters. Figures are used only either to indicate form subdivisions (where the digits 1 to 9 are used), or geographical subdivision (where the numbers 11-99 are used). These subdivisions by numerals are common to all classes, even the most minute, and cannot be mistaken for subject divisions. The use of the letter notation results in simplicity. The single letters of the alphabet furnish 26 great subdivisions; the addition of a second letter allows each of these to be again divided into 26 or 702 in all; the third letter furnishes 26 divisions of each of these, or a grand total of 14,304; finally, the fourth letter furnishes 367,280 total subdivisions. To allow of such minute subdivision on a decimal system requires six figures.

The classes are easily distinguished; there is not the danger of mistaking a letter for another; while when figures are

used, the 3 and 5 are not easily distinguished, and the 1 and 7 are often mistaken. No single letter can mean more than one thing, whereas, where figures are used for form, subject and geographical divisions, there is great danger of confusion.

The call marks are short, even for the most minute subjects. This is especially noticeable in the minute divisions in science. For example: "Economics of electric power plants" is TEO; "Emerson transmission dynamometer" is TFCP; "Arthrostraca" is OTG; "Comparative anatomy" OB; "Electric currents" TE (in the Decimal, 621.313); "The Knights of Malta" is FTM.

Especially should it be noted that the use of the local list numbers from 11 to 99 results in short marks for all books having local significance, especially in geography and history.

The practical application is easy to the most inexperienced person. For many years I have had pupils in cataloging and classification. They have had generally only a high school education or its equivalent. Yet within a few weeks they have been able to classify rightly a large percentage of the books. Conversely, young girls and boys have learned very quickly to find the books on the shelves, without special help, and without consulting the catalog.

The Expansive Classification is scientific and logical. It groups, for instance, philology and literature together. Language is X, literature Y; the same local list may be applied to each. It places Architecture with the Fine Arts, and Building with Technology. It classes Mining and Metallurgy together. The general development of the classification is from the spiritual through the historical to the scientific, and thence to the methods of recording thought. Throughout, a logical sequence has been followed.

It is modern in its science. The natural history, mathematics, astronomy, physics, technology, have all been compiled within the last few years. There is provision for modern discoveries in pure and applied science. There are places for aeroplanes, automobiles, radioactive substances, factory costs. It is no longer necessary to classify illuminating gas and smallpox in adjacent

classes. The great subjects of biology are developed on the basis of the most modern knowledge and nomenclature; for example, the zoölogy is based on the last edition of Bronn's "Klassungen und Ordnung des Tierreichs." The arrangement of Ascomycetes follows that of Strasburger in 1908, the Botany in general the last edition of Engler und Prantl's "Pflanzenfamilien," abandoning the antiquated nomenclature used in every other classification.

It is modern because it has not only been made recently, but the most recent authorities have been consulted.

Flexibility is secured by numerous cross-references to related or alternative places. Whole classes have alternative schemes; there are two for philosophy, radically different, but so designed that a part of each may be used. A scheme is given for the arrangement of the whole library or any part of it on a geographical basis. Special schemes are worked out for special collections, especially in literature, e. g. those for Goethe, Dante, Shakespeare. In the original draft for the sciences, the letter notation allows of such great flexibility that in many instances the classification has been entirely worked out before the notation has been applied. It would be manifestly impossible for any such procedure to be followed using a decimal notation.

The Expansive Classification provides seven classifications of varying length, the first containing ten classes, the second thirty-one classes, and the final development, the seventh classification, many thousand, thus adapting it to use in the smallest library and at the same time provide for any possible amount of growth, with the smallest possible amount of additional labor in changing book marks on the records of the library. Abundant provision is made for further subdivision of classes and the introduction of omitted or overlooked subjects. Being practically unlimited by the notation, additions and changes may be made with the utmost freedom.

Subjects vary according as they relate to different countries. Thus in zoölogy, there are not only books which treat separately of the invertebrates and of the vertebrates,

of mammals and monkeys, but also books which describe the animals of Africa, of Madagascar, of Borneo. So in the form class Literature the form divisions marked by letters are Fiction, Drama, Poetry, Oratory and the like; the local divisions are English literature, French literature, German literature. These differences in nature require a corresponding division on the shelves when there is material enough to divide. Since the flora of Africa is not the same as the flora of North America, the books on it should not be in the same place in a botanical library. The history, laws, language and literature of England are so diverse from the history, laws, language and literature of France that no general library of size would for a moment hesitate to separate them. This kind of subdivision it is desirable to mark in some different way from the other, for two reasons: first, because it is different, a division not by subject but by locality; and second, because it is suitable and convenient that the mark for each country should be the same in all the different classes, and also that it *should* not be used for any other purpose. We cannot take letters for this purpose, for they are already taken for subject marks; we therefore use figures. If for example, 45 is the mark for England, and D is Church History, then D45 is English Church History; F is History, F45 English History; O is Zoölogy, O45 is English Zoölogy. Whenever one meets 45 one knows it means England, *and can be nothing else.*

While nothing is sacrificed to mnemonics *as letters themselves are more easily remembered* than figures, constant use of the letter notation will reveal many places where the memory is assisted. For example, C has a connection with Christianity, G with Geography, HM is Money, IC is Criminal Classes, FC Chronology and so on. Again, the alphabetical sub-arrangement often suggested assists largely in this direction. The main countries in the local list, once their notation is memorized, are always the same.

In the seven years of my experience as editor of the Expansive Classification, I have never heard one word of fault or criti-

cism from those who use it. The only criticism has been from those who were impatient because certain sections had not been published. I have never heard a suggestion of the need of amendment, except where rendered necessary by such non-appearance. The users are enthusiastic advocates of its adoption.

The only objection to the use of the Expansive Classification which has any legitimate basis is that the "seventh is not finished." The delay has, I know, been very exasperating to some, especially in those libraries having large sections in the natural sciences, natural history and technology.

The seventh classification is complete and printed, except Chemistry and the manufactures section of Technology. In the sciences, the following are ready for distribution:

Mathematics . . . . .	40 pages
Physics . . . . .	40 "
Microscopy . . . . .	16 "
Meteorology, Mineralogy, Crystallography, Geology . . . . .	48 "
Biology . . . . .	19 "
Botany . . . . .	29 "
Zoölogy . . . . .	88 "
Anthropology and Ethnology . . . . .	36 "
316 pages	

The following have been distributed:

Military and Naval . . . . .	24 pages
Astronomy . . . . .	18 "
Technology . . . . .	64 "

Since therefore I took charge in 1904, 414 pages have been compiled, edited and printed. The whole Decimal Classification has 256 pp. of classification in the sixth edition.

Some comparisons may be made without invidiousness between the Decimal Classification and the Expansive as regards extensiveness.

	D.C.	E.C.
Astronomy . . . . .	6 pp.	18 pp.
Physics . . . . .	5 "	40 "
Geology, etc . . . . .	4 "	48 "
Biology & Anthropology . . . . .	3 "	55 "
Botany . . . . .	7 "	29 "
Zoölogy . . . . .	5 "	88 "
Agriculture . . . . .	½ "	10 "
Technology . . . . .	14 " about 100 "	

Is there to be an index to the Expansive Classification? I can only say that a portion of such an index is compiled. I estimate that with the additions made necessary by the indexes to science such an index would require more pages than the whole Decimal Classification (three columns set close in the same type as the Decimal Classification Index.) There are now 65,000 entries in the index, and none of the four hundred pages of science are indexed. The mere printing and composition would cost thousands of dollars, enough to make the Expansive cost over twenty thousand dollars from its inception.

In the absence of Miss MAY SEYMOUR, reviser of the Decimal Classification, her paper on that subject was read by Miss Theresa Hitchler, head cataloger of the Brooklyn public library.

#### DECIMAL CLASSIFICATION

For convenience

D C is used for Decimal Classification

C D for Classification Decimale

I I B for Institut International de Bibliographie.

**Scope of revision.** The D C is undergoing comprehensive revision and enlargement, of which the 7th edition is merely a first installment. Changes proposed will be carefully studied and the few that promised clearly to justify their cost will be made. But no change will be made merely to fit a new theory, for theories are constantly changing and a shifting classification is impracticable for libraries. Private schemes for lectures or treatises may be changed with each season or edition to conform to the latest theories; but for libraries the cost would be prohibitive of renumbering a whole subject every time a new discovery showed a possible improvement in the scheme, while the necessity of classifying not only new books written with new light but also old books, all of which it is a library's function to keep, demands of a li-

brary classification a place for obsolete as well as current topics. If a scheme brings related subjects together, provides for adding new topics, and enables books on the same phase of the same subject always to be classed together and readily found when wanted, it is of comparatively little moment whether exact sequence on shelves accords with the latest theory. The Decimal Classification has now become so much the common language of libraries and bibliographies in all countries, that it is clearly undesirable either to make frequent changes or to ignore growth. Apparently a revision about every quarter century would be the golden mean between the costly and impracticable changes of trying to keep up to date, and the opposite extreme which would in time make any scheme seem medieval.

**Plan.** Besides subdivision of any subject to any required extent, there will be an increasing number of compact notes giving dates, facts, distinctions between allied numbers and similar data, often saving classifiers long search and greatly enhancing the value of the book for reference.

The revised index, being in linotype, will always be in a single alphabet, in which new entries will be inserted in their regular places instead of appended as heretofore in a supplement. The index aims to include every subject that classifiers may need to number, and missing ones will be added as fast as brought to notice and their place in the scheme decided.

**Order of revision.** The most imposing results (in both senses) in a given time would be reached by revising the easiest subjects first. Instead, they are taken up in order of greatest need, a policy which has placed some of the most difficult first. Those well under way for which farther criticism is needed are: 340 (Law), 570 (Biology, including anthropology and evolution), 581 (Physiologic botany), 660 (Chemical technology, including metallurgy), the rest of 610 (Medicine), with an extension of 132 (Mental derangements) closely allied to 616.8 (Diseases of nervous system), and 620 (Engineering). Apparently the next should be 200 (Religion) and 300

(Sociology). Expression of opinion is specially desired on choice of subjects for earliest revision.

When demand warrants, important subjects as fast as finished will be printed for the double purpose of accommodating users and of discovering faults by actual test before incorporation in the main work.

**Details of 7th edition.** The most important additions are in

- 020 Library economy, now carried only through 025.29, but to be completed this summer for the new collection of the New York state library school.
- 070.1—.9 Journalism: theories, organization and business details.
- 136.7 Child study. Though the basis of methods in elementary education, the subject itself is a question of "mind and body." Those strongly preferring the material with education may add the subdivisions of 136.7 to 372.1, which is left vacant for this purpose.
- 355-358 Military science, subdivided closely enough for military collections even in large libraries, but to be carried much farther for military experts and special libraries.
- 370 Education. Made with the facilities of the large New York state library collection.
- 540 Chemistry. Revised from C D by agreement with I I R and with advice from John Crerar and Mass. Institute of Technology libraries and Concilium Bibliographicum. Revision of 546 and 547 was postponed by common consent.
- 611-612 Anatomy and physiology, including embryology, histology and general physiology of organisms. In agreement with Concilium and C D schemes are as they will be, except for a single minor item.
- 621 Mechanical engineering, including electric engineering. Revised in collaboration with University of Illinois, Mass. Institute of

- Technology and three practical engineers, with much minor criticism.
- 623 Military engineering, substantially the same as C D.
- 640 Domestic Economy. Revised from the tentative table prepared by the Lake Placid conference on home economics and published in New York state library Bibliography Bulletin 22, 1901.
- 975.4&977 West Virginia, Ohio, Wisconsin, Iowa and Missouri schemes made by New York state library for its local history collection.

Besides these, isolated new notes and topics are scattered through the tables and added to the index. The index is reset in linotype, consolidated into one alphabet, and enlarged from 196 to 305 pages not only by heads from new tables but also by many new references to unrevised tables; e. g. automobiles and airships, 629.

Of the 49 numbers in the list of changes only 18 are really changed and most of those had been used either very little or not at all. Others are merely broadened, vacated, or varied by loss or addition of a single topic; and only 4 of the 49 are 3 figure numbers, while 2 of these 4 are only made more inclusive.

New features are: Biscoe and Olin book numbers appended after the Index tables, p. 789-91, and an index to the Introduction, p. 47-48.

Use of new tables. Repeating the caution and request introducing the new edition, classifiers are asked to use the new tables critically and report defects of any kind, with proposed remedies and any additional needed subdivisions; for, as the new schemes involve many new interrelations, and extensive advance testing has been impracticable, it is expected that practical application will develop unnoticed faults.

Corrections and minor additions. A list of errors with corrections, minor additions to tables and new index references applying to earlier editions will be made up and mailed this summer. Owners of the 5th and 6th editions who fail to receive the list after

seeing notice of it in *Library journal* or *Public libraries* may know that we lack their correct addresses.

**Separates.** In response to a large demand by engineers, mechanical and electrical engineering will be separately published in a few weeks. Whenever demand will cover expenses, any other revised subject will be issued separately with general explanation, 3 figure tables of other subjects and index.

**Basis of revision.** New subdivisions are based on those made by the I I B in its greatly enlarged French translation *La classification décimale*. The reason is this: when in 1895 the new Institut International de Bibliographie adopted the D C as best adapted to its stupendous enterprise of making a classed bibliography of all subjects in all languages in all periods of the world's history, its promoters urged the author to expand the whole scheme immediately. Official duties made it then equally impossible either to make the extensions or to criticize adequately those drafted by the Institut, so that the Institut was authorized to publish its tables and promised that the American revision would adopt them with the least practicable change.

Existing differences between D C and C D are of two kinds: (1) those where C D abandons D C subdivisions and substitutes its special signs, so that there is no conflict or confusion; (2) those where the same number has a different meaning in D C and C D. These will soon disappear, as the Institut has already accepted the D C meaning for some and it is the settled purpose of both Institute and Mr. Dewey to harmonize the few remaining differences.

Adoption by I I B of the D C has naturally given a great impetus to its use in foreign countries and led to its translation into the leading European languages. It is the official classification of Norwegian and Canadian public libraries.

**I I B combination signs.** These fascinate a close classifier and multiply numbering capacity with relatively few characters almost to infinity. They are explained in the prefatory note to the 7th edition, but are

not incorporated in the tables because believed too complex for ordinary use. The secretary general of the Institute, M. Henri La Fontaine, assured us, however, when at Lake Placid a few days ago, that the Institute clerks, who are public school boys and girls 16 or 17 years old, assign and arrange numbers containing these signs accurately and easily, so that our fear of them is really groundless.

**Future of the Decimal classification.** The decision to seek a golden mean between stagnation and instability by periodic revision (perhaps every 25 years) to fit unforeseen needs, the permanence of the classification shown by the few changes needed at the close of its first 35 years, the constant enlargement of tables and index, the inherent capacity of the scheme for unlimited growth, its adaptability to any language, the international nature of its notation, its increasing industrial applications, its already widespread and rapidly growing use by libraries and for international coöperative bibliography, seem to justify the confident expectations of its European sponsors that it will become the standard classification of the world.

CHARLES MARTEL, chief classifier of the Library of Congress, sent a paper concerning the "Library of Congress Classification," which was read by Miss Harriet A. Wood, of the Portland, Ore., library association.

#### LIBRARY OF CONGRESS CLASSIFICATION

During several years past requests for information in regard to its classification were received by the Library of Congress in increasing number. The interior service of the library itself could not be supplied readily with the requisite number of copies of the schedules as the re-classification advanced. To satisfy administrative requirements and to meet more promptly and satisfactorily requests from other libraries it was decided therefore to put the existing schedules into print. As the re-classifica-

tion of several main classes was still in progress (three being incomplete at this date), revision of the substance had to be dispensed with for the time being and preparation for printing was practically limited to matters pertaining to the typographical disposition and arrangement.

A similar request was recently addressed to the library by your chairman who thought that a statement concerning the Library of Congress scheme would prove profitable and interesting to this meeting of the Catalog Section. In offering the following brief description in response to that request it may be noted that the scheme is not and does not mean to be competitive. It is a scheme devised for the library's own collections. Its possible interest to theorists and its possible applicability to other libraries is gladly recognized by furnishing copies of it and answering questions concerning it. But it is not offered as a model scheme nor one compiled with a view to universality. In these respects it differs fundamentally from both the Decimal and Expansive classifications and in presenting it in conjunction with them on the same program it is desired to disavow any intention of seeking to compete with them. As it stands, the statement is taken substantially without modification from a paper prepared by me for the New Zealand Library Conference, April 17-21, 1911, entitled "Classification. A brief conspectus of present library practice."

In 1907 a descriptive pamphlet on "The Library of Congress and its work" was issued from which the following may be quoted: "The new system of classification is devised from a comparison of existing schemes (including the 'Decimal' and the 'Expansive') and a consideration of the particular conditions in this library, the character of its present and probable collections, and its probable use. It is assumed that the departments of history, political and social science, and certain others will be unusually large. It is assumed that investigators will be freely admitted to the shelves. The system devised has not sought to follow strictly the scientific order of subjects. It has sought rather conven-



ient sequence of the various groups, considering them as groups of books, not as groups of mere subjects. It has sought to avoid technical, foreign, or unusual terms in the designation of these groups. It has selected for the symbols to denote them: (1) for the classes, a capital letter or a double letter; (2) for the subclasses, these letters combined with a numeral in ordinary sequence. Provision for the insertion of future groups is: (1) in intervening numbers as yet unused; (2) in the use of decimals."

This notation secures for future development the greatest possible elasticity in providing for intercalation of new classes or subclasses as well as for divisions and subdivisions under subjects. A third letter could be resorted to without inconvenience if desired, while the numbers for divisions might be easily converted into decimals by writing them in the form 0001 to 9999. The advantage of a shorter mark for many thousands of books was considered to outweigh the slight esthetic defect of a little less symmetry in appearance. This consideration was also one of the factors which determined the incorporation of the local lists in the schedules themselves wherever a country or other local subarrangement was desired under a subject, at the loss (to a certain degree only, however) of the mnemonic value of a constant symbol for such divisions when affixed to the subject number as is the practice in the Expansive and the Brussels schedules and less effectively in the Dewey Decimal classification. The other factor and the far more important one is that the Library of Congress arrangement permits the grouping under a country of all the subdivisions of a subject in logical order which are immediately related among themselves and have jointly a more intimate relation to the country than to the general theoretical works on the subject, while the mechanical application of a local list under every subject and various subdivisions under it has the effect of scattering in many places material which belongs together. The value of the Library of Congress practice will be recognized, I believe,

if for instance the subarrangement of such subjects as Money, Banking, and Insurance is examined in class HG. This does not preclude the introduction of more or less extended local lists under special subjects whenever that interest predominates, as is often the case with questions of the day in the stage of discussion. The schedules also embrace a mass of technical detail in the way of tables of form divisions and similar devices for the treatment and orderly arrangement of masses of material such as official documents and the like. As a convenient and reasonable compromise between the chronological (or scientific) arrangement of single works which separates editions of the same work, and the alphabetical arrangement by author, which places side by side works belonging to different periods of development of a science, period divisions with alphabetical subarrangement have been introduced; they are fixed to correspond as nearly as may be to the periods of development of the science in any given case. Pamphlets and similar material are, however, as a rule arranged by date even within the period division. It is hoped that such specifications in the schedules may be of service to others who have occasion to deal with these minor problems.

The general principle of arrangement within the classes or under subjects is as follows: (1) General form divisions: Periodicals, Societies, Collections, Dictionaries, etc. The placing of this material at the head of a class, or subject, has besides its logical justification, the great practical advantage of marking on the shelf, visible even at a distance, the beginning of a new subject. (2) Theory. Philosophy. (3) History. (4) Treatises. General works. (5) Law. Regulation. State relations. (6) Study and teaching. (7) Special subjects and subdivisions of subjects progressing from the more general to the specific and as far as possible in logical order. When among a considerable number of coordinate subdivisions of a subject a logical principle of order was not readily discernible, the alphabetical arrangement was preferred. The general principle has also, to a certain

extent, governed the order of the main classes, looking upon the group as a comprehensive class; A Polygraphy; B Philosophy, Religion; C—G Historical sciences; H—K Socio-political sciences, Law; L Education; M Music; N Arts; P Language and Literature; Q Science; R—V Applied sciences, Technology, etc.; Z Bibliography, the Index to the whole.

It is expected that in the course of the year all the schedules will be printed. They have been applied in the classification of over 1,000,000 volumes in the Library of Congress and when completed will have been tested on twice that number. A number of other libraries, among them several highly specialized ones, are using this classification and have expressed themselves well satisfied. Their experience in some cases points to the conclusion that with the Library of Congress printed cards and classification a library may be more economically cataloged and classified and with better results than by any other method at present available.

The next paper, written by WILLIAM STETSON MERRILL, chief classifier of the Newberry library, Chicago, was read by Miss Bertha Wakefield, head cataloger of the Seattle public library.

#### THE PROBLEMS OF CLASSIFICATION AND AN A. L. A. CODE

In American and English libraries and presumably to some extent in Continental libraries, the problems of classification are becoming more and more practical in their scope. The makers of classifications to-day must work out their schemes with an eye to practice and convenience as well as to theory. The classification of human knowledge, the true or ideal arrangement of the sciences in orderly sequence, is a problem that has occupied thinkers from the time of Aristotle to our own. This problem, interesting in itself, is of importance to the librarian. But in adopting a classification for his own use, the librarian must bear in mind many other

features of a classification besides its ideal unity, consistency or logical arrangement. One may say that any system, however consistent and philosophic, which does not suit the every-day needs of public libraries to-day, has no chance of general adoption or of continued use. Libraries must move with the time; they share in the bustle of business to some extent and they must yield to its demand for organization; they are susceptible to the strife of competition and must suit their practice to bring about quick and effective results. Information is demanded to-day in compact and authentic form, and people must have it "right away." Related subjects are looked for near one another; the plan of classification is expected to reflect the literature which it arranges, not to break it up into arbitrary divisions. So far as classification can accomplish these ends and meet these demands it is bound to do so. Practical usefulness is the criterion by which a new system must be selected; it is also the test by which existing systems will be tried in the future.

There are a number of systems of classification in the field, logically arranged and carefully worked out with reference to the practical needs of libraries. The librarian who is about to classify or to reclassify his library may choose between them. Each has certain points of advantage and of disadvantage which must be weighed and considered with reference to the character and needs of the library adopting it. Certain prime requisites may, however, be mentioned which should be found in any system of classification either now in use or intended for the use of American libraries, and without these characteristics it is safe to say that no system will continue to hold its own in library science.

The first requirement of a classification is that it shall be adapted to classify the literature of the present time as well as of past time; that is to say, in nomenclature and arrangement it must be either up to date or else capable of modification to make it so. The second requirement of a classification is that it shall be expansive or susceptible of addition to accommodate new

topics, new points of view, new sciences and new affiliations of old sciences. The word expansive is used here in a wide sense. Any system that allows the insertion of new headings in their proper places in the scheme, either by leaving gaps or by allowing for an indefinitely expanded notation, fulfils this requirement, whether the system is called expansive by its author or not. This brings us to a third feature of classification, namely, that its notation shall not hamper its due expansion and growth, but shall serve as a means of conserving its orderly arrangement. Too often, it is to be feared, a desirable change or the addition of a new heading in a system of classification is deferred because the notation does not allow for it. This is to invert the true function of a notation.

Such may be called the general problems of the classifier. They form part of the law of his profession; let us turn now to its practice. That there are serious problems in the actual assignment of books to their appropriate classes has been brought home to every classifier of experience, and the longer he classifies the more numerous and serious seem these problems; at least such is my experience after sixteen years devoted almost exclusively to this branch of library service. Some of these problems may be grouped as follows: (1) the determination of the primary content of a book; (2) choice between two or more topics in a book, given equal or nearly equal weight; (3) conflict of two classes facing, like Janus, two ways; (4) the treatment of individuals; (5) form versus content; (6) indexing. As these headings are somewhat abstract, let us consider them briefly in the concrete.

The first principle of library classification is, or in my opinion should be, to classify a book according to what may be called its primary content, or in scholastic terms, according to the "first intention" of its author. "What is this book about?" should be in the mind of the classifier, not "Why is it written?" or "Where will it be useful?" Let it be noted that usefulness is, of course, the main purpose of classification but for

practical purposes it is best attained by following a scheme of classification and not by departing from it. The scheme itself is supposed to group a class where it will be most useful; the practice of the classifier should be to place under its class every book that belongs there by its main content.

The choice between two topics treated in a book has two aspects. First, the arrangement of the classification itself may separate, for example, art from archæology, politics from history, drama from theatre. Or a question may arise from the dual content of the book itself, which may treat of two things, two subjects, or the influence of one agency upon another. Shall a book on the influence of Italian upon French literature go under the first or under the second literature? Where shall we class the controversy between Fénelon and Bossuet regarding Quietism, a matter both personal and theological? Shall memoirs and biographies of individuals always go in the class biography or shall the classification be determined by the amount of personal element in the book? Books on "geography and history," "music and morals," "evolution and the fall of man" are problems seemingly indifferent as to solution unless the classifier is guided by certain principles of procedure; and unless he have a grasp of principles, a classifier runs the risk of continual inconsistency in his work.

The question of form versus content relates to the proper classification of series, poetry, drama, ballads, historical fiction, periodicals and the like. Here classifiers will differ as to following the subject of the book or classing it by its literary form.

Finally the bearing of an index of the classification upon the subject catalog of the library is one that demands careful consideration. The relation of the classification itself to the catalog and to reference work is a broad subject, and all that may be said here is that duplication of work should be avoided. The subject catalog should be planned to bring out always some aspect, grouping or bearing of a subject that is not brought out by the classification, and *vice versa*.

This most cursory survey of the field cer-

tainly reveals one significant feature of classification to-day, namely its lack of code of procedure. Every classifier must learn somehow or other to classify; he learns this partly by instruction but more by experience. Yet the fruits of his experience are, as a rule, available to no one besides himself. Some libraries keep a record of important decisions regarding the classifying of books, such as series, memoirs, books of dual content and the like. But it is doubtful if any library has set seriously to work to reduce these decisions to a system of principles applicable to various types of books. Certainly classifiers of less experience get practically no assistance in this direction from their better equipped colleagues.

The time has come, in my opinion, for the A. L. A. to take in hand the compilation of a code of procedure for library classification. The task may well be undertaken by a committee acting along lines similar to those followed by the committee on catalog rules. The field is virgin soil; its capacities are as yet almost unknown. But I am convinced that when we begin to cultivate it the yield will be a surprise all round. The cataloger has had perhaps all the aid and attention that he needs for the present. Let us turn now to the classifier. The course of procedure in classification has been left either to the incidental directions or expressions of opinion scattered through the published schemes, or to the individual judgment of classifiers or teachers in library schools. Procedure in the department of classification is in the stage that cataloging was before the publication of Cutter's Rules. It is a congeries of maxims, opinions and local practices. Let us gather and sort these maxims, and when we have discerned the principles underlying them, let us formulate these principles into a code that may be as practical and as useful to the profession as our catalog code has proven to be. Such a work is timely, it looks practicable, and it is certainly worth the doing.

The following resolution sent by Mr. Merrill, was read and approved and ordered referred to the Executive board:

WHEREAS, there has hitherto been no general code of practice for the use of library classifiers, embodying the principles of classifying books and codifying the gathered experience of expert classifiers; and

WHEREAS, such a code may be of service in connection with any recognized system of classification or notation,

BE IT RESOLVED by the A. L. A. Catalog section, in conference assembled, that the Executive board of the American library association be advised and requested to appoint a Committee (1) to consider the advisability, practicability and mode of procedure of compiling an official code for classifiers; (2) to report at an early date to the Executive board; and (3) to be empowered by the Executive board to take such further steps as shall be deemed best.

The subject of the next paper was "Indexing and Indexes," by EMMA HELEN BLAIR, of Madison, Wis., one of the editors of "The Philippines," and an expert indexer. In the absence of Miss Blair her paper was read by Miss Oakley.

#### INDEXING AND INDEXERS.

Mr. W. F. Poole is quoted as saying that "indexing is a task that is only fit for prison convicts, but nevertheless it demands brains." It is often tedious, and much of it is drudgery to even the most optimistic temperament; but it has some compensations withal. There is a satisfaction in any kind of work which reduces chaos to order, which erects an edifice from scattered piles of brick and lime and lumber, which cuts roads through the wilderness for travelers and explorers; and just such benefits as these are conferred on the reading public by good indexers. Most books outside of fiction and other light reading are used more for reference than for steady perusal, and those who use them—from the high-school lad who wants material for his exercise in composition to the botanist who is listing all the mosses in the Lake Superior region—need guides to the information desired, even as a saving of time alone. And this not only for historical works, and sci-

entific monographs, and records of research on special technical lines, but even more for biographies, travels, books on education and literary criticism, etc.—wherein highly valuable and recent information is often hidden away in odd corners where few would think to search. An index is therefore a most helpful addition to a book which has added anything of value to the general store of knowledge, in any line of thought or discovery. Both publishers and writers realize this fact more than they did a few decades ago, and most "worth while" books now have indexes of some sort.

But there are indexes and indexes. Often the reader encounters a mere finding-list of names, personal and geographical, not unfrequently attached to a string of figures without distinction or explanation. It takes much enthusiasm to make him wade through 25 to 50 page-references, many of which may prove to be mere mentions of the subject. Sometimes the indexer—especially if he be the author of the book, and a novice in indexing—will add a sort of drapery to this framework of name-lists by giving similar strings of page-references for a few subjects in which he happens to be especially interested, and to such extent as he regards important. The only really satisfactory style of index for a book is the analytical; but the extent and closeness of the analysis will of course vary with the nature and needs of the book indexed. The important series of voyages, travels, and historical works published by the Hakluyt Society of England is a perfect treasure-house of information about all the countries in the world and their peoples, and sadly needs an index; presumably one for the first series (containing 100 volumes) is in process of making by the secretary, who announced this undertaking some five years ago. Another series of great value is *The Sacred Books of the East*, in 49 volumes; the index to this has just been finished by Prof. M. Winternitz, who has worked at it since 1894, and it is characterized as "an analytical index aiming to be a scientific classification of religious phenomena."

Many books of scientific and technical

nature are hard to index, except by a person who has had training on such lines or at least some acquaintance with the subject, especially when they deal with the science of thought; such books usually require at least the supervision of a scientific expert. But when they are concerned with the science of fact, they should be handled without serious difficulty by a person of clear, systematic mind who has a wide range of general knowledge and reading. Indeed, this background of general knowledge is an important factor of success in any quasi-literary work, as proof-reading, indexing, and translating; in any of these there seems to be use for every scrap of knowledge that one has ever picked up. The old-time printing office rule was, "Follow copy, if you follow it out of the window;" but it will not answer to take refuge behind this in some cases, even when the copy is type-written. At times, the responsibility falls on proof-reader, indexer, and translator of deciding what the copy or original ought to be, rather than what it is; they must have some understanding of what the author meant to say, or really thought, or ought to have stated, and make due correction or query.

Another field for indexing is that of magazines and newspapers, and the journals and transactions of learned societies; this is usually an easier kind of work, since in most cases only the names of writers, the titles of papers, and the subjects of the latter, are required. Unfortunately, most work in this field has been very poorly done—so much so, that Mr. Poole in his invaluable index of periodicals was compelled to adopt the rule, for himself and his assistants, of not using the magazine indexes. Occasionally a periodical devoted to some scientific or professional field will desire a fairly comprehensive index of that special subject in its various aspects or connections. Some of the leading daily newspapers in the large cities have had their files indexed; some others have attempted or begun such indexes, but soon abandoned the effort, because of its cost. This timidity, however, is short-sighted, if the proprietors can possibly spare the money; for each

year's neglect renders greater the difficulty of reference to the past files, and the apparent cost of the necessary work, while the yearly cost of keeping it up is comparatively small when once the previous files are indexed. An index of this sort requires the best sort of work, and a person of experience, judgment, and knowledge of the world of affairs—especially an acquaintance with political matters, both general and local.

Still other places where this sort of work is demanded (and it is a steadily increasing demand) are state departments and commissions, municipal offices, banks, insurance and railway companies, law offices, commercial firms and publishing houses. In all these places the idea of indexing has arisen with the great increase of business the world over, in both extent and complexity; and it is simply a feature of the systematic and methodical organization which is everywhere rendered necessary by that increase.

What sort of person is suited for doing such work? The qualifications and equipment that it requires are more native than acquired, more in personality than in book-learning; yet these latter furnishings are of great value. The first-class indexer is, like the poet, the critic, the translator, "born, not made;" yet we would all rejoice if there were fewer vacancies in the ranks of the second class, in all those kinds of achievement. Indexing is not commonly classed with the fine arts or the learned professions; but let not him who practices it regard it as a trade. To him, at least, it should be as an art and a profession; and, if he so regards it, that feeling will be evident in the quality and value of his work when done. It is only work of this sort that will bring the demand for more. It is certainly as true in indexing as in all other employments that really successful work must be the expression of high ideals in standards and aims; and that, since such ideals are all too rare among workers in every line, there is "always room at the top."

To "index" a book is, according to the dictionary, "to point out, to render available

the information therein contained." But the indexer himself must first see those things before he can show them to others; nor can he safely halt at mere facts and figures in the text. He must be able to see the real meaning or import when it is only implied, the undercurrent of the author's thought or purpose, the tendencies of a nation's social life, the basis of its economic conditions, or the gradual development of a scientific theory. Next is needed what a well-known librarian calls "the classified mind," which marshals all these facts and theories in orderly array, in systematic connection, in logical sequence. There are three main plans of arrangement under the respective headings: the alphabetical, the chronological, and the logical. Each of these has special advantages for special purposes; the nature of the matter indexed must determine which should be chosen in each case. Always the aim should be to render the information accessible to its readers in terms as simple, clear, and accurate as possible—to which end the indexer should not let himself be trammelled beforehand by any mere theory or cut-and-dried plan of work. It is as true in indexing as in cataloging and classification that any system must, to be really useful and valuable, have sufficient elasticity and flexibility to adapt it to varying circumstances and needs, and that "cast-iron" rules are often far more honored in the breach than in the observances. It would be folly to use the same plan for indexing Prof. William James's book on "Pragmatism" and Lieutenant Shackleton's report of his Antarctic explorations. Each book shapes a system for itself, according to its purpose and scope. Shall the analytical index be full or short? This requires a suitable sense of proportion: the subjects discussed within one book may be of varying importance, and sometimes but few of them need extensive development, so that it would be waste of time to treat them all alike. Nor is it well to supply much predigested food for the reader; as long as he can reach it easily, it is better that he do most of his own cutting and chewing, unless the matter is unusually difficult or complicated.

When the indexer undertakes a piece of work, how can it be best performed? The prime requisite in method is economy of labor and time, both of these being equivalent terms for money—which neither publishers nor authors, and still less commercial houses, are inclined to lavish upon such work. Very few persons have any adequate idea of the cost of making an index of any sort. The other day I received a letter relative to “a card index for the — Journal (27 volumes). Kindly give an estimate of the time this work would require, and the probable charge for the same.” As no other data were furnished for the estimate asked, it reminded me of the experience of the prophet Daniel, when the king not only desired him to interpret his dream, but to relate the dream itself, which the king had forgotten.

Some printed instructions for indexing advise the student to make all his single index cards, then verify and check each entry from the text, then arrange the slips in the desired order, and finish by copying them all on clean sheets for the printer. I have known of a few indexes made in this way, and consequently about twice as expensive as they ought to be; but the employers are not likely to follow this plan a second time, and no publisher or editor who knows anything about indexing is willing to pay for such waste of time. A good indexer will make each entry correctly at the start, and not need to verify it; he will write each card in a good legible hand which can be used as it stands for printer's copy; and he will so plan the work as to avoid copying or rewriting cards, whenever possible. If you will pardon the personal allusion, I will describe my own plan for economy of time and effort. As I make each card with its subject-heading and first reference thereto, I lay it on the table before me, in its proper alphabetical place; and for each new reference to that subject I add simply the page-number to that card, until it is full, or the subject is no longer mentioned; one card will thus contain from 20 to 40 page-references. As the cards increase, I place them in piles keeping together those of a similar meaning or rela-

tionship, and following wherever practicable, an alphabetical arrangement. Personal names I place in one pile, alphabetically. If I want any card I can turn to it quickly, to add a new reference; nor do I use as much time in this as I would spend in writing a new heading for another card; moreover, I thus save the handling of an immense number of cards when I come to the sorting and arranging after the first cards are written. At the present time I have on my table about 5,000 cards, thus classified, in 50 piles, representing the work of indexing a series of over twenty volumes; and most of them are all ready for the printer. If each entry had been written on a separate card, I probably would have on hand some 15,000 cards, at a low estimate. To do work in this way requires considerable experience, with a good memory, and what the phrenologists call a good bump of locality; and many persons choose the more diffuse and cumbersome method rather than try to keep so many cards in mind. But, as it has been already stated, there is no iron rule for this; each person should find out in what way he can work most naturally and effectively, and follow it.

The headings for cards should be selected with judgment, accuracy, and sense of their relative importance, and should be worded very clearly and concisely; they constitute the basis on which the index-matter will be classified in its compilation, and should be such as the reader of the book would most naturally look for. After all are written, they are arranged in alphabetical order, cards under one heading combined when necessary, and cross-references inserted when these are desirable to connect subjects related to each other; finally, all are pasted on sheets, in due order, and are ready for the printer.

A few suggestions may be made as to indexing the clippings, circulars, old magazines, and other stray material that drifts into a library or a professional man's study. We all know how such flotsam accumulates—often not worth classifying and cataloging, yet containing something one wishes to use and preserve. The daily newspapers

contain much that is useful for reference and for library bulletins, especially where school children and study-clubs undertake to keep track of current events. The specimen or duplicate copies of magazines and illustrated weeklies, sometimes also book-circulars, contain views, portraits, historic scenes or buildings, fine engravings, colored pictures of birds and flowers, which are worth saving. There is much material in magazines and newspapers describing the educational and philanthropic movements of the day, that may be used to advantage by local welfare associations. The librarian may save much of the above-named material, and friends of the library can be secured in almost every community who will aid her in similar ways. If pictures, clippings, etc., are roughly classified, and placed in pamphlet cases, or card or envelope boxes, or large manila envelopes, they will occupy but little space and can be easily found when required. For this purpose, each should have a corresponding index-card, on which is written the subject, name of magazine or paper from which it was taken, and a reference to the box or envelope in which it is kept—the latter to be designated by some word, letter, or number, which is repeated on the card. As these cards are for merely occasional or temporary use, they may be written with a pencil and require no elaboration in style; centimeter spacing, and red-ink headings, and canary cards are quite superfluous for this use. When the club-woman wants information about open-air schools, or folk-dances, or juvenile courts, the librarian is quite likely to find in her boxes some information on these subjects that is not in printed books, but showing what is being actually done at this very time in Chicago or Rochester or Boston. Or she can give the school children a description of King George's coronation, or an account of the way in which Uncle Sam recently obtained in Algeria, many new varieties of dates to be planted in the hot deserts of Arizona, or the narrative of Dr. Grenfell's noble mission work in Labrador—all beautifully illustrated; and the simple index above described will enable her to turn very quickly

and easily to any of them. This is only one of the many ways in which the people, especially the children, may be brought into closer contact with the world of affairs, the great movement of human progress which never before in the world's history has been so rapid and broad.

I have not had leisure to ascertain to what extent indexing is taught in the library schools; but I was told about three years ago, by two of the most prominent librarians in the country, that the demand for such instruction was increasing and that it ought to be given in the library schools. It would seem a pity to load upon most of their students much work additional to their present strenuous and intense curriculum; but, where judicious substitution can be made for some of their work, or where some of it can be required before entrance, those schools would seem to be a fit and proper agency for providing instruction in both indexing and proof-reading. Room for this may be found in the probable changes which for some time have been visible on the horizon, in the scope, conduct, and methods of the library schools of this country—changes which will doubtless be hastened and shaped to a considerable extent by the establishment of the proposed institute for library training in New York City with a rich endowment by Mr. Andrew Carnegie. This new institution may reasonably be expected to establish new and higher standards of training, and to furnish advanced and more highly specialized courses of study, with new and up-to-date methods; and those features will naturally reflect their influence and be to some extent repeated in the other schools. Definite results in the advancement of library work and standards must certainly result from the recent establishment of the A. L. A. section for matters connected with professional library training. The outlook is very hopeful in all directions.

Mr. C. W. Andrews read the following letter from Miss Harriet W. Pierson, of the catalog department of the Library of Congress:



Mr. Andrew Keogh,  
Yale University,  
New Haven, Conn.

May 13, 1911.

Dear Sir:

I wish that the question of the official English form of name for international congresses and bodies might be discussed at the meeting of the American library association. The A. L. A. rule is as follows (101):

International meetings. Enter international meetings, conferences, and congresses, of private persons, under their English names provided their publications have appeared in English or that language is specified as one of the official languages of the conference. In other cases enter under the name in the language in which most of the publications have appeared, or when this cannot be ascertained, under the name by which the conference is best known.

International congress of Orientalists, with references from Orientalists, International congress of; Congrès international des orientalistes; Internationaler orientalisten congress, etc., etc.

This seems, on the whole, to be the most satisfactory rule that could be framed. Experience has shown, however, that much time is consumed in searching for the English form of name; if found, it is difficult to choose one of several forms; if not found, and entry is printed in vernacular form, it frequently happens that the English name soon afterward appears, and the cards have to be reprinted, involving no little expense.

As is no doubt known to you, there exists at Brussels an institution called the "Office central des institutions internationales," which has published a work most useful to catalogers, entitled "Annuaire de la vie internationale. 1908-09."

It seems to be within the scope of the work of the Office to simplify and to make uniform the names of international meet-

ings and bodies. May not American librarians very properly make a recommendation to the Office to the effect that they secure from the various international organizations which have English speaking delegates, an official form of the name in *English*, this to be printed in a new edition of the *Annuaire*, or in the publications of the congresses, as is already done in a few cases.

I understand that the committee to consider the extension of the international cataloging rules will probably have its headquarters in Brussels. If invited to do so by the A. L. A. Catalog section, would not this committee be able to arrange the matter with the Office central des institutions internationales?

Very respectfully,

(Signed) HARRIET W. PIERSON.

Mr. Andrews said he heartily endorsed her suggestion; that at The John Crerar library the French form is used, but he would be glad to see an official form adopted. It was voted to refer the matter to the Executive board.

Mr. Lane, librarian of Harvard university, explained the system of classification in use in the university library, and also gave much information in regard to the printing of catalog cards undertaken by the library, the field covered, price of cards, etc.

After miscellaneous discussion the nominating committee reported as follows for officers for 1912:

For chairman, Miss Laura A. Thompson, cataloger, Library of Congress, Washington, D. C.

For secretary, Miss Mary Elizabeth Hawley, asst. cataloger, John Crerar library, Chicago. These officers were elected.

Adjourned.

## CHILDREN'S LIBRARIANS' SECTION

### FIRST SESSION

Saturday afternoon, May 20.

The first session of the Children's librarians' section was a public meeting held in the Shakespeare club-house, under the auspices of the Pasadena women's clubs. Mr. HENRY E. LEGLER, librarian of the Chicago public library, gave an address, illustrated with lantern slides, on

### LIBRARY WORK WITH CHILDREN

Not long since a man of genius took a lump of formless clay, and beneath the cunning of his hand there grew a great symbol of life. He called it Earthbound. An old man is bowed beneath the sorrow of the world. Under the weight of burdens that seemingly they cannot escape, a younger man and his faithful mate stagger with bent forms. Between them is a little child. Instead of a body supple and straight and instinct with freedom and vigor, the child's body yields to the weight of heredity and environment, whose crushing influence press the shoulders down.

In this striking group the artist pictures for us the world-old story of conditions which meet the young lives of one generation, and are transmitted to the next. It is a picture that was true a thousand years ago; it is a picture that is faithful of conditions to-day. Perhaps its modern guise might be more aptly and perhaps no less strikingly shown, as it recently appeared in the form of a cartoon illustrating Mrs. Elizabeth Barrett Browning's verse:

#### The Cry of the Children

Do ye hear the children weeping, O my brothers,

Ere the sorrow comes with years?

They are leaning their young heads against their mothers,

And that cannot stop their tears.

The young lambs are bleating in the meadows,

The young birds are chirping in the nest,

The young fawns are playing with the shadows,

The young flowers are blowing towards the west—

But the young, young children, O my brothers,

They are weeping bitterly!

They are weeping in the playtime of the others,

In the country of the free.

Do you question the young children in the sorrow,

Why their tears are falling so?

The old man may weep for his to-morrow  
Which is lost in long ago;

The old tree is leafless in the forest,

The old year is ending in the frost,

The old wound, if stricken, is the sorest,

The old hope is hardest to be lost;

But the young, young children, O my brothers,

Do you ask them why they stand

Weeping sore before the bosoms of their mothers,

In our happy Fatherland?

\* \* \* \* \*

Go out, children, from the mine and from the city,

Sing out, children, as the little thrushes do.

Pluck your handfuls of the meadow cowslips pretty,

Laugh aloud to feel your fingers let them through!

Only in recent years has there grown into fulness a conception of what the duty of society is towards the child. For near two thousand years it was a world of grown-ups for grown-ups. Children there have been—many millions of them—but they were merely incidental to the scheme of things. Society regarded them not as an asset, except perhaps for purposes of selfish exploitation. If literature reflects contemporary life with fidelity, we may well marvel that for so many hundreds of years the

boys and girls of their generation were so little regarded that they are rarely mentioned in song or story. When they are, we are afforded glimpses of a curious attitude of aloofness or of harshness. Nowhere do we meet the artlessness of childhood. In a footnote here, in a marginal gloss there, such references as appear point to torture and cruelty, to distress and tears. In the early legends of the Christians, in the pagan ballads of the olden time, what there is of child life but illustrates the brutal selfishness of the elders.

Certainly, no people understood as well as did the Jews that the child is the prophecy of the future, and that a nation is kept alive not by memory but by hope. Childhood to them was "the sign of fulfillment of glorious promises; the burden of psalm and prophecy was of a golden age to come, not of one that was in the dim past." So in the greatest of all books we come frequently upon phrases displaying this attitude:

"There shall yet old men and old women dwell in the streets of Jerusalem, and every man with his staff in his hand for very age. And the streets of the city shall be full of boys and girls playing in the streets thereof."

"They shall remember me in far countries; and they shall live with their children."

And most significant of all: "Suffer the little children to come unto me."

In the centuries intervening, up to a hundred years ago, the men of pen and the men of brush give us a few touches now and then suggestive of childhood. However, they are observers rather than interpreters of childhood and its meaning. In the works of the great master painters, the dominant note is that of maternity, or the motive is devotional purely. Milton's great ode on the Nativity bears no message other than this. In the graphic tale that Chaucer tells about Hugh of Lincoln, race hatred is the underlying sentiment, and the innocence of the unfortunate widow's son appears merely to heighten the evil of his captors and not as typical of boyhood.

Of the goodly company known collect-

ively as the Elizabethan writers, silence as to the element of childhood is profound. In all the comedies and the tragedies of the greatest dramatist of all, children play but minor parts. In none of them save in *King John*, where historic necessity precludes the absence of the princes in the Tower, they might be wholly omitted without impairment of the structure. In the *Merry Wives of Windsor*, Mistress Anne Page's son is briefly introduced, and is there made the vehicle for conversation which in this age might be regarded as gross suggestiveness.

True, that is a rarely tender passage in the *Winter's Tale* wherein Hermione speaks with her beloved boy, and the pathos of Arthur's plea as he asks Hubert to spare his eyes is of course a masterpiece of literature; these, however, the sum total of the great dramatist's significant references to childhood.

In the great works on canvas, save where the Christ-child is depicted, may be noted that same absence of the spirit of childhood. Wealthy and royal patrons, indeed, encouraged great artists to add favorite sons and daughters to the array of portraits in their family galleries. In time, the artists gave to the progeny of the nobility and the aristocracy generally, such creations as to them seemed appropriate to their years. These poses are but the caricature of childhood. Morland, Gainsborough, Sir Joshua Reynolds and other artists of their day represented the children of their wealthy patrons in attitudes which savor somewhat of burlesque, though it may have been intended quite seriously to hedge them about with spontaneity.

It has been said that "a child's life finds its chief expression in play, and that in play its social instincts are developed." If this be true, we find in some contemporary canvases of this English school a curious reproduction of the favorite pastimes of children. One is called "bird-nesting," the title descriptive of the favorite diversion thus depicted. Another bears the legend "Snow-balling," and with no apparent disapproval save on the part of the little victims, shows a group of larger children ruth-

lessly snow-balling some smaller ones who have sought shelter in the portico of a church. Some distance down the street the form of an aged woman suggests another victim of youthful playfulness.

A century and a half ago there was born, frail at first but with constant growth, a perception that the great moving forces of life contain elements hitherto disregarded. Rousseau sounded his thesis, Pestalozzi began to teach, and but a little later on, Froebel expounded his tenets. We need not be concerned as to the controversial disputation of rival schools of pedagogues whose claims for one ignore the merits of the other. A new thought came into being, and both Pestalozzi and Froebel contributed to its diffusion—whether in the form of Pestalozzi's ideal, "I must do good to the child," or Froebel's, "I must do good through the child," or perhaps a measurable merging of the two.

Responsive to the note of life and thought around them, the great authors of prose and verse began to inject the new expression of feeling into what they wrote. Perhaps best reflected, as indeed it proved most potent in molding public opinion, this thought entered into the novels of Charles Dickens. These, in the development of child life as a social force, not only recorded history; they made history, and the virile pencils of Leech and Phiz and Cruikshank aided what became a movement.

For the first time in literature, with sympathetic insight, there was laid bare the misery of childhood among the lowly and unfortunate, and the pathos of unhappy childhood was pictured with all its tragic consequences to society as a whole. In the story of Poor Joe, the street-crossing sweeper, who was always told to move on, we read the stories of thousands of the boys of to-day. His brief tenantry of Tom-all-Alones shows us the prototype of many thousands of living places in the slums of our own time. Conditions which environ growing boys and girls—not only thousands of men, but many millions—in the congested cities of the Anglo-Saxon world, are well suggested by the names which have been given in derision, or brutally descrip-

tive as the case may be, to such centers of human hiving as the House of Blazes and Chicken-foot Alley, in Providence; Hell's Kitchen in New York; the Bad Lands in Milwaukee; Tin Can Alley, Bubbly Creek and Whiskey Row back of the stockyards in Chicago. In these regions and in others like them darkness and filth hold forth together where the macaroni are drying; broken pipes discharge sewage in the basement living quarters where the bananas are ripening; darkness and filth dwell together in the tenement cellars where the garment-worker sews the buttons on for the sweat-shop taskmaster; goats live amiably with human kids in the cob-webbed basements where little hands are twisting stems for flowers; in the unlovely stable lofts where dwell a dozen persons in a place never intended for one; in windowless attics of tall tenements where frail lives grow frailer day by day.

Lisabetta, Marianna, Fiametta, Teresina,  
They are winding stems of roses, one by one, one by one—

Little children who have never learned to play;

Teresina softly crying that her fingers ache to-day.

Tiny Fiametta nodding when the twilight slips in, gray.

High above the clattering street, ambulance and fire-gong beat;

They sit, curling crimson petals, one by one, one by one.

Lisabetta, Marianna, Fiametta, Teresina,  
They have never seen a rosebush nor a dewdrop in the sun.

They will dream of the vendetta, Teresina, Fiametta,

Of a Black Hand and a Face behind a grating;

They will dream of cotton petals, endless, crimson, suffocating,

Never of a wild rose thicket, nor the singing of a cricket;

But the ambulance will bellow through the wanness of their dreams,

And their tired lids will flutter with the street's hysteric screams.

Lisabetta, Marianna, Flametta, Teresina,  
 They are winding stems of roses, one by  
     one, one by one;  
 Let them have a long, long playtime, Lord  
     of Toll, when toll is done;  
 Fill their baby hands with roses, joyous  
     roses of the sun.

Reverting to Poor Tom, well may the words of Dickens in *Bleak House* serve as a text for to-day: "There is not an atom of Tom's shrine, not a cubic inch of any pestilential gas in which he lives, nor an obscurity or degradation about him, nor an ignorance, nor a wickedness, nor a brutality of his committing, but shall work its retribution, through every order of society up to the proudest of the proud and the highest of the high."

Whatever of permanence the ideal democracy which underlies our institutions may achieve, it will not be the survival of conditions such as these, but the fruition of their betterment. Recognition of the sinister elements involved determines the modern type of library work with children. That work rests upon a knowledge of the background which has been pictured, upon the use of methods that shall reach sanely and effectively the contributing causes, upon correlation of all the social forces that can be brought to bear unitedly.

Recognition of conditions and causation gives power to, and justifies the modern trend of, library work with children as the most important and far-reaching of all its great work. Of thirty million men and women, and their children, who have come from over-seas in two generations, 83 per cent were dwellers along the rim of the Mediterranean. Largely from that source have our towns grown overnight into swarming cities. Their children of to-day will be the men and women who in a generation will make or unmake the Republic. Ignorance and greed, rather than necessity, breed the chief menace in our national life. Alone, as a detached social force, the library cannot hope to combat these, but in correlation with other forces may serve as one of the most potent agencies. In the children's rooms and in kindred places,

the missionaries of the book take the disregarded bits of life about them and weave them into a human element of power. The children's rooms in the library and what they imply in the life of the people, are of such recent origin and growth that the complete force of their present-day work will not be fully apparent for a quarter century. What they hope to do, the instruments they purpose to use, are given succinctly in the pronouncement of one of our most progressive libraries.

#### OBJECTS OF LIBRARY WORK WITH CHILDREN

To make good books available to all children of a community.

To train boys and girls to use with discrimination the adult library.

To reinforce and supplement the class work of the city schools (public, private, parochial and "Sunday" schools).

To co-operate with institutions for civic and social betterment, such as playgrounds, settlements, missions, boys' and girls' clubs; and with commercial institutions employing boys and girls, such as factories, postoffice special delivery division, telegraph and telephone agencies and department stores.

And first and last to build character and develop literary taste through the medium of books and the influence of the children's librarian.

Pursuing these purposes, endeavoring to meet these tests, library work with children will make for better citizenship. It will take account not only of the children of the poor, but of the children of the well-to-do, who may need that influence even more. In the cities, which now overshadow our national life, there are no longer homes; there are flats, where the boys and girls are tolerated—perhaps.

"Our problem is not the bad boy, but rather the modern city," says Prof. Allen Hoben. "The normal boy has come honestly by his love of adventure, his motor propensities and his gang instincts. It is when you take this healthy biological product and set him down in the midst of city restrictions that serious trouble ensues. For the city has been built for economic convenience, and with little thought for human welfare. Industrial aim is evidenced to every sense. You smell industrialism in the far-reaching odors of the stockyards. You hear it in the roar of the elevated hard by the windows of the poor. You see it in a water front that people cannot use, and you touch it in the fleck of soot that is usually on your nose. The proof of indus-

trial aggression ceases to be humorous, however, when it shows itself in the small living quarters of many a city flat where boys are supposed to find the equivalent of the old-time house. Constituted as he is, the boy cannot but be a nuisance in the flat community. And because the flat dweller moves frequently, he will be without those real neighbors of long standing whose leniency formerly robbed the law of its victims. Furthermore, he has no particular quarters of his own where he may satisfy his sense of proprietorship and save up the numerous things he collects with a view to using them in construction. The flat dwellers will not permit the noise or litter incident to such building as a boy likes; and he has little if any part in the labor of conducting the house. He loses dignity as a helpful and necessary member of the family, he loses that loyalty which attaches to the old familiar places of boyhood experience and strengthens many a man to-day, making him more kind and consistent in his living by virtue of home-stead memories."

So the boy is driven to the street as his domain. It is his playground. And here he encounters the policeman. Of 717 children arrested in one month in New York City, more than half were arrested for playing games. Parenthetically, the fact may be quoted that in this children's chief playground in a period of ten months 67 children were killed and 196 injured.

Unerringly, these facts point to a union of social forces—the children's library and the children's playground, a realization of that clear comprehension which the ancient Greeks had of the unity between the body and the mind. Quoting Plato: "If children are trained to submit to laws in their plays, the love of law enters their souls with the music accompanying their games, never leaves them, and helps them in their development."

Having in thought physical recreation as a stimulus to mental development, in combination bringing home the joyousness of life, an ideal union of forces is being effected in some of the larger cities. In some places, the movement has assumed

but an initial stage—a bit of tent shelter for distribution of books to children gathered at the sand pile. In some instances co-operation has joined the work of park breathing centers and library organizations. This has reached completed form in the placement of branch libraries as part of the park equipment, either quarters within a general building, or a separate little building adjacent to or on the athletic field.

But whether in place of high or low degree; whether in rented store or memorial building of monumental type; whether in the rooms of a school building or a corner in a factory; whether by this method or by that, the children's librarian employs the printed page to serve as instrument to these ends:

The building of character, making for the best in citizenship. .

The enlargement of narrow lives, bringing the joy and savour and beauty of life to the individual.

The opening of opportunity to all alike, which is the essence of democracy.

And in the doing, an incidental and a great contribution is made to society as a whole. For, as the story hour unfolds a new world to the listener whose life has been bounded by a litter-covered alley and three bare walls, or whose look into the outside world has been perhaps a roof of tar and gravel and a yawning chasm beyond, so the development of the imagination through the right sort of books shall make possible the fullest development of the individual boy and girl. In many a life there has been a supreme moment when some circumstance, some stimulus has changed that life for good or ill. For want of that stimulus, the dormant power of many a man has gone to waste. Half the derelicts of humanity who are but outcasts of the night had in them the making of good men—perhaps some of them of great men, in science or in art. There is no waste that is greater than lost opportunity; there is no loss so great as undiscovered resource. Speaking of imagination in work, Mr. Hamilton Wright Mabie points out that:

"So long as the uses of the imagination in creative work are so little comprehended by the great majority of men, it can hardly be expected that its practical uses will be understood. There is a general if somewhat vague recognition of the force and beauty of its achievements as illustrated in the work of Dante, Raphael, Rembrandt and Wagner; but very few people perceive the play of this supreme architectural and structural faculty in the great works of engineering, or in the sublime guesses at truth which science sometimes makes when she comes to the end of the solid road of fact along which she has traveled. The scientist, the engineer, the constructive man in every department of work, uses the imagination quite as much as the artist; for the imagination is not a decorator and embellisher, as so many appear to think; it is a creator and constructor. Wherever work is done on great lines or life is lived in fields of constant fertility, the imagination is always the central and shaping power."

I would have liked in this over-lengthy, but yet fragmentary survey of the field from the viewpoint of the library, to say something of the mistakes which have perhaps been made, and which may still be made unguardedly by reason of over-zeal, whereby the relationship of the work to other things may be ignored or misunderstood; of the danger that over-strong consciousness as to possession of high ideals may dictate too urgent use of books that may have literary style, but do not reach the heart of the boy—driving him to the comic supplement and to the dregs of print for his reading hours. These, and other comments must be left for another occasion.

I would also have liked to say something of the history of work with children in libraries, but Miss Josephine Rathbone has told the story fully and well. In that history, when it shall be written a quarter century hence, it will be fitting to give full meed of honor to Samuel Swett Greene, Edwin H. Anderson, Mrs. H. L. Elmendorf, Miss Frances J. Olcott, Miss Linda A. Eastman and some of the other splendid women of

the profession whose presence here precludes the mention of their names.

So, too, I would have liked to give the result, statistically, of an inquiry, which the helpful kindness of Miss Faith E. Smith, chairman of this section, has enabled me to make. It must suffice here to limit the statement to a brief summary that shows less what has been accomplished than what remains to be attempted:

There are in the United States to-day approximately 1,500 public libraries containing each more than 5,000 volumes. The number reporting children's work is 525, with a total of 676 rooms having an aggregate seating capacity of 21,821, and an available combined supply of 1,771,161 volumes on open shelves. The number of libraries in which story hours are held is 152, and 304 report work with schools. Of course, this work is pitifully meager as to many libraries. The number of children who come more or less under the direct influence of children's librarians is generously estimated as 1,035,195 (103 libraries, including all the large systems reporting). There are in the United States of children from 6 to 16 years of age, approximately thirty-three millions.

Behind the work of the children's librarians there is a fine spirit of optimism—not blind to difficulties, but courageous, ardent and hopeful.

Disregarding ridicule, which is but a cheap substitute for wit; regardful of criticism, which is often provocative or promotive of improvement, inspired with the dignity of their high calling, and with a fine vision that projects itself into the future, the librarians engaged in the work with children willingly give thereto the finest and the best of personality that they possess. Descriptive of their spirit, we may aptly paraphrase the words of a great humanitarian of our own generation:

"Some there are, the builders of humanity's temples, who are laboring to give a vast heritage to the children of all the world. They build patiently, for they have faith in their work.

"And this is their faith—that the power of the world springs from the common

labor and strife and conquest of the countless ages of human life and struggle; that not for a few was that labor and that struggle, but for all. And the common labor of the race for the common good and the common joy will bring that fulness of life which sordid greed and blighting ignorance would 'make impossible.'

And you have the faith of the builders.

## SECOND SESSION

Monday evening, May 22.

The second session consisted of a round table discussion, conducted by the chairman, Miss Faith E. Smith, director of training class, Chicago public library. The first topic was Intermediate work and the discussion was led by Mr. W. L. Brown, librarian of the Buffalo public library. Mr. Brown had with him a most interesting list of the books included in the intermediate department by the Buffalo public library. These books, he said, are at present shelved in one corner of the children's room, but their use could be increased by putting them on separate shelves in the open shelf room and placing an assistant in immediate charge of this work. The consensus of the opinions brought out by the discussion showed that the best use of the books was made when they were near the adult collection, but in charge of a special assistant.

Mr. R. R. Bowker, editor of the Library Journal, spoke to the section concerning Mrs. Minerva Sanders, for many years librarian at Pawtucket, Rhode Island, who thirty years ago was doing work with children. It was voted that a telegram of congratulations for her years of service, and good wishes for the years to come, be sent to Mrs. Sanders, who was affectionately known to the older members of the Association as "Mawtucket." Mr. Bowker and Mr. Peacock of Westerly, R. I., were appointed a committee to send this telegram.

The next discussion was on the question of Library work in summer playgrounds, led by Miss Gertrude Andrus, superintendent of the children's department of the Seattle public library. Miss Andrus

confined herself to the practical details and mechanical routine of playground library work. She said in part:

The library in a summer playground serves a double purpose; it supplies books in a district not otherwise reached by the library and it acts as a lure to the use of the main library. If the books are attractive, the children will follow them to the library and thus become permanent borrowers. So it is plain that the books we place in our summer playgrounds must be of the most popular type. Easy books, picture books, fairy tales, stories, histories, books of travel, and books on games and manual arts are the ones in most demand. A knowledge of the district in which the playground is located is also necessary. If the children have a school library and are accustomed to reading, the books sent to the playground will differ from the kind sent to one in a foreign district where little reading has been done.

As the library room is invariably used for other work on other days, the books must be locked up. A satisfactory solution of this is a built-in bookcase with adjustable doors which may easily be lifted from their sockets and set aside when access to the books is desired, and may be replaced and padlocked when the day's work is done. The arrangement of the room and the charging desk should always be made so that the exit can be very carefully supervised.

In order to conserve our time so that we may have leisure to give attention to individual children, we must arrange to have the mechanical part of the work as systematic as possible. Playground library work is a life of stress and strain. Everything comes in rushes. There is always a mad dash for the door as soon as the library is opened, for each child is sure that unless he is the first he will miss the good book that he is convinced is there. This rush of course makes it difficult to discharge the books, slip them, shelve them, and at the same time charge the ones the children have selected, to say nothing of helping the children in their choice. We have therefore found it best to collect the books be-



forehand, discharge them and distribute the cards among the children before opening the library doors. When the Newark system is used, however, and a child has drawn two books, this may result in considerable confusion, for the books may be separated and one may not be sure that both charges on the card should be cancelled. When our first playground library in Seattle opened, we used the Browne system of charging and this proved so satisfactory that we have continued to use it in the others. According to this method, each borrower receives two cards. When a book is borrowed, the book slip is drawn and put with one of the borrower's cards in a small envelope. It is readily seen how easy it is to avoid complications when the books are gathered before the opening of the library, for the slip of each one is with the borrower's card, and if the borrower returns no book, no card is given him. After the books are discharged and shelved and the cards distributed, the children are admitted. In this way much of the confusion incident to opening is eliminated and more time is secured to help the children make their choice.

In order that the care of the books may not interfere with the children's play, we have devised a checking system by means of which the children may leave their books in charge of the librarian until they are ready to go home. This not only allows the children freedom in play but obviates the possibility of loss of books through their being left on benches and swings. The playground is a place of freedom and fun and good fellowship, and the library's rules should be made as inconspicuous as possible.

The librarian should be not only willing, but anxious to enter into the life of the playground as far as her duties permit. One way in which she will be able to make herself popular not only with the children but with the instructors is by means of story telling. Joseph Lee says that story telling is the only passive occupation permissible on a playground and the librarian thus finds her work ready to her hand. She is able to advertise her books, make

friends with the children in a most effective way, and at the same time relieve the playground instructor of a duty which is sometimes found irksome.

She must remember that she is an integral part of that playground, not a weekly visitor, and she must throw herself into the interests and activities of the children with all the enthusiasm at her command.

In the discussion which followed, Mr. A. Zelenko, special correspondent of the Moscow newspapers, told of the "graphic hours" held in a settlement house in Moscow and resembling the story hours held in American libraries. Paper, crayons, and water colors are furnished the children who then draw any story they choose. The drawings are submitted to a committee who choose the best for exhibition. Mr. John F. Phelan, of the Chicago public library, gave a brief description of the public playgrounds of Chicago and the way in which the library co-operates. In the small parks, where emphasis is placed on work with children, story hours are held once or twice a week, and there is an organized library league for the purpose of teaching the children to use the books carefully. Miss Jane Conard, supervisor of playground libraries, Pittsburgh, told of the work there and the eagerness with which the libraries were welcomed by the playground authorities.

Miss HARRIET A. WOOD, supervisor of work with schools, Library Association of Portland, Oregon, read a paper on

#### PROBLEMS OF WORK WITH SCHOOLS

The first problem in organizing the work with the schools is the relation of the school department to other lines of library activity. Shall it be attached to one of the regular departments of the library or have a separate organization? In Portland the latter course has been taken for the following reasons:

A school department is intended to serve all the teaching force in the community,

private and public, secular and religious, from kindergarten to college. As its chief function is to bring all teachers to a full conception of their library privileges, this can be best accomplished if the school department makes its work tributary to every other department.

In serving the grade teacher the school department must be familiar with the juvenile books; in helping the high school and college teacher, it must know the resources of the adult circulating and reference collections. To care properly for the libraries already in schools and temporary collections it must work hand in hand with the catalog department; while a clear conception of relations with all other forms of extension work such as branches and stations is imperative.

The second fundamental problem is the real attitude of school authorities toward library work as related to schools. Dr. Herbert Putnam in *May Public Libraries* expresses "the doubt whether the zeal for 'extension work' is not inducing librarians to activities outside of their proper province or feasible abilities; and incidentally tending to enfeeble the sense of responsibility on the part of other agencies, particularly the schools." To test the truth of this statement a number of school reports were consulted. Do school boards, superintendents and principals have sufficient belief and interest in the work to give it definite and hearty support? Shall the librarian be left to persuade each individual teacher of the value of a library card and familiarity with books? In short, what shall be the functions of the teacher and what the functions of the librarian? The president of one school board (Milwaukee) puts himself on record in the following words:

"We cannot flatter ourselves that all learning is obtained in the school-house. Closely allied to our school system by virtue of the character of its work is the public library.

"Realizing and appreciating the valuable assistance which our schools have received from the public library in the past, still I feel called upon to urge a greater co-opera-

tion between these educational institutions. I fear that generally throughout the city not enough stress has been laid upon the value and necessity for a library education. It is not enough that material should be furnished the boys and girls by the library; it is essential that the pupils should come into personal contact with the library, its methods and facilities. I believe that it is as essential for the pupils from the early grades to acquire a knowledge of the library and the methods of obtaining its benefits, as it is for them to study the various subjects in the several grades. Is it not true that as a supplement to the regular work in the school, the public library system is of inestimable value and that as an assurance of a continued education after leaving the public schools, no matter what are the circumstances of the parents, it is of vital importance that the public library habit should be formed by all our pupils? I suggest that principals and teachers inform themselves as to the material to be found in the library nearest their buildings, and then with the co-operation of the librarian in charge urge upon the pupils the value and necessity of the systematic use of that institution."

In another part of his report he says: "The school system which does not each year demand more of every teacher has already begun to decline. As members of the board of school directors, we must ever bear in mind that our obligation is first to the children."

The superintendent of Oakland writes: "It is the duty of the school to train the children in the proper use of the means afforded by the city for educational development."

The superintendent of Indianapolis states: "Art museums, public libraries, public parks and buildings, factories, banks, etc., in short, the whole city, is becoming a part of the schoolroom."

In the report of the superintendent of Newark we read: "Teachers should be sufficiently at home in the great world of prose literature dealing with real things to select suitable material, and professionally trained to place it before their classes in a

way to stimulate their activity and liking." The practice of omitting important classes of literature such as biography is explained "As the faulty application of a principle of education, namely, that the interests of the children are determining factors in the choice of books. This principle has been interpreted to mean a *laissez faire* attitude on the part of the teachers, a passive waiting to see whether the child likes the piece and if not—that settles the question." In the course of study issued by this same school system occur the following suggestive directions:

"The teacher should frequently read from a library book and comment on it for the purpose of directing the pupils to the Free public library."

"Pupils should be taught to consult reference books and others for information. One-half of education consists in knowing where to find knowledge. Pupils should be encouraged to use the Free public library."

"Topics for research in history, science and literature should be assigned as training in the use of reference books." Under the headings, "Physiology" and "Civics," is the excellent advice: "See book list prepared by Free public library."

The fact that most of the reports examined made no mention at all of the library, while others spoke of it in complimentary but unrelated terms and only a few seemed conscious of unused resources leads librarians seriously to consider their present relations with the schools in their immediate fields. There is a great diversity of opinion among librarians as to the best way to work with children. Some say that the classroom library is bad in its effects, making the pupils and teachers content with a meager collection of books; that the children should be served from children's rooms in central and branch libraries; while others would do away with children's rooms except as laboratories and reach the children through the teachers.

All librarians are agreed, however, that every child should be reached, so that he shall read the best books at the right age, that he shall understand how to use a book as a tool, that he shall come to look upon

books as necessary to his progress and happiness and become a permanent user of the library.

When the active support of the school board and school superintendent has been gained, the teacher will receive definite instructions as to her part in the problem to be worked out, and the librarian will be solicited to make suggestions when courses of study are being planned. Is this not due both teacher and librarian?

Speaking concretely, the experience of one year's work in Portland bears testimony to the value of a system of library work with schools in which the schools carry a large share of responsibility.

When School District No. 1, Multnomah County, was approached by the Library Association of Portland, it was found not only quite ready to appropriate \$20,000 for the purchase of books, but also to care for classroom libraries according to the rules already in force throughout the library system and to deliver the books to the building. The library on its part agreed to employ the librarians, to select and prepare the books for circulation, and to take general charge of the work.

Thus from the beginning the teachers as a whole were sure that the school authorities believed in the library. The faithful teacher was relieved of the burden of carrying books back and forth from the children's room, and the indifferent teacher was aware that the children's interests were first in the minds of the board. So far, the teaching side of work with schools has not received much attention, but in planning for next year it is the intention to organize the instruction of teachers and pupils only with the full support of the school authorities. A joint committee of school and library board takes up all matters of common interest. Therefore this body must first be convinced of the importance of any radical measure. While there will always be necessity for work with individual teachers and pupils, we are convinced that greater progress will be made if we attack our problem at the other end of the line.

Miss JESSIE H. MILLARD, children's li-

brarian of the Library Association of Portland, talked on "Reference work with children." Miss Millard said in part:

"Reference work with children reaches further than with adults, in that it includes not only the finding of the material *wanted*, but also the instruction and training in the *use* of that material. The aim of our children's department is to give the child a knowledge of the use of books for a definite purpose—not only is he to gain information in looking up a subject, but he is to learn the use of books in general.

It seems almost unnecessary to say that the fewer books your department contains, the better returns must those few be forced to yield. Our catalog is extremely analytical and contains references to all subjects that are used by school children. A chapter or a few pages on certain subjects often prove sufficient. Many books, if carefully analyzed will answer the questions brought every day by the children, and amply repay for the time and trouble taken to analyze them.

While a general effort has always been made to instruct the children individually in the use of the library, only this year have we done class work and one of the most interesting phases of our work is the visit to the library in a class of the eighth and ninth grades.

In April, 260 children were given instruction in the use of the library. First, a short talk was given on the development of the book, and the various parts of a book were explained, the title-page, table of contents, index, preface. Then the children were told how to use the dictionary, encyclopedia and the card catalog, and how to find a book on the shelf from the numbers on the card. Whatever we tell them in the way of instruction is always supplemented by practice. A set of test questions is given at the end of the talk.

Mrs. ALICE G. WHITBECK, librarian of the public library, Richmond, California, spoke very briefly on "Work with children in small libraries."

She said in part:

In considering the work with children in a small library, the limitations might at

first seem to be due to lack of funds, lack of room, lack of help, lack of time. But a second thought will show us that the only real limitations the work may have, will be those of the librarian herself.

Let us consider a few things that the very busy librarian can do. She can create a library atmosphere in that small room or corner. She can teach children who never saw a library before and who have never been taught to enter a room in any but the noisiest and roughest way, how to enter that little library room with hats off—to leave giggling outside, to step gently, to care for the comfort of others, to treat the books with respect.

She can very quietly and unobtrusively create a taste in these children for the refined and best in pictures, by making a start with the very best, if only one is added at a time. She can keep from making her room a hodge-podge of inferior pictures and exhibits, under the plea that it makes the room look "homey." Once in a while the picture-bulletin can be used with poster effect, but from the first she should try to keep ideals before the child rather than the realities, no matter how funny or interesting the latter may be.

She can steadily lead the children to the best in literature by supplying only the best. As her limit in funds will be small, her choice of books can be made more carefully and her one or two hundred books represent the very choice of children's literature.

If the room is too small to admit of very many children, and if an increase in attendance will in any way discommode the larger reading-room patrons, then she must take her library to the children and with the co-operation of the superintendent of schools arrangements can be made to send books to the schools. This will be an innovation in many small places, but it will soon appeal to the teachers, and if the experiment is tried in a small way and proves successful, it will become known in the right places and more funds will be given for another year.

Owing to the lateness of the hour the discussion was not vigorous and when the

business meeting was called only a few faithful friends responded. Miss Andrus of Seattle, filled the position of secretary left vacant by the resignation of Miss Mary Douglas of St. Louis. After the reading of the minutes, the secretary read the report of Miss Esther Strauss of Cincinnati, who had been appointed the previous year to investigate the organization of other sections, to see if an Executive board were necessary, and to provide for a succession in office. Miss Strauss recommended one of the following methods:

1. Creation of the office of vice-chairman.
2. Creation of standing committees.

An amendment to the constitution was voted, providing for the election of a vice-chairman. The committee on nominations reported and Miss Mary de Bure McCurdy,

supervisor of work with schools, Carnegie Library, Pittsburgh, was elected chairman, and Miss Adeline Zachert, director of children's work, Louisville free public library, secretary.

An exhibit of books prepared for the Section by the children's department of the Carnegie library of Pittsburgh was very helpful. It consisted of three parts:

Exhibit A: Mediocre and harmful books for children.

Included under this head were the Nickel Libraries, Alger, Castlemon, the Elsie books, Optic, Outcault, and others.

Exhibit B: Some good popular books which may take the place of mediocre and harmful fiction.

Exhibit C: Editions of some classic and standard books for children.

## COLLEGE AND REFERENCE SECTION

The College and reference section was called to order by Mr. J. C. Rowell, librarian of the University of California. Miss Julia Steffa, librarian of Pomona college library, was appointed secretary.

The first paper on "Some problems in book numbers" by H. RALPH MEAD, of the University of California library, was read by Mr. G. T. Little of Bowdoin college library.

### SOME PROBLEMS IN BOOK NUMBERS

Book numbers are used to differentiate individual books of the same class. The class number indicates the subject. Copy numbers are usually added to distinguish duplicates and volume numbers to distinguish volumes of the same work. The combination of class number and book number forms the call number for a specific book. To be of practical use in procuring books from the shelves and in manipulating library records, the call number needs to be as concise and simple as possible. The book number depends a great deal upon the system of classification and the minuteness of classification. So, although it is not likely that

any two libraries will have a uniform method of assigning book numbers, still the fundamental points can be compared. As a basis for such comparison the scheme of book numbering, as used in the University of California library, will be briefly explained.

The system of classification in use in the library of the University of California is one devised by the librarian, Mr. J. C. Rowell; the scheme assigns numbers to the main divisions and numbers followed by one or more letters to the subdivisions, e. g., 305=Education, 305d=History of Education, 305dv=History of Education in the United States. The books are arranged alphabetically under the class number by means of the Cutter author number; this number is carried to three places in classes of any considerable size, while two places suffice for the smaller classes, such as subject bibliography. The simplest form of book number is like 305-B986 for Butler's Meaning of Education. Books by the same author, in the same class, are distinguished by using the initial letter of first word of the title, that is not an article, of the original language; transla-

tions are designated by initial letter of the language of the translation followed by initial letter of translator's name, e. g., 305-R864-eEw=Rousseau's *Emile* translated into English by Worthington. This mark might be called the work-mark to distinguish it from the author number. Copy numbers, dates of editions, and volume number are included in the book number and any book requiring all that information has a long and unwieldy call number, e. g., 19 F848 g 1900 v.3 cop.2= Volume 3 of the second copy, second edition, of Frazer's *Golden bough*.

Some authors, like Shakespeare and Cicero, have a special scheme of classification, so that the book number is comparatively simple. Biography is arranged by the Cutter number of the person who is the subject of the biography followed by the Cutter number of the biographer, e. g., 278-G543-M86=Morley's *Life of Gladstone*. Several classes are devoted to biography alone, here the initial letter of the biographer, instead of the Cutter number, is used, e. g., 305z-P719-m=Monroe's *Thomas Platter*. Local United States history is arranged by Cutter number of the place described followed by Cutter number of author, e. g., 176t-L77-C1=Calhoun's *Litchfield County Sketches*. The literature of educational institutions is kept together by the Cutter number for the name of the institution.

Sometimes a special scheme is required, for instance, many government publications are classed with their subject and as all have the Cutter number U 58, it often complicates the book number considerably, as one can judge when class 626 (Minor army tactics) contains publications of seven different departments, one of which, the War department, has twenty-five different titles or publications with various editions of some. To simplify this, the U 58 is followed by initial letter of the department issuing the publication, e. g., U 58n keeps together all the Navy department publications and a subletter is used as a work-mark for each publication of that department. Manuscripts are indicated by prefixing capital M to the

class number, and reading room books by prefixing the capital R.

As regards a few points in particular. Shall a library hold rigidly to the Cutter author number? It does not seem necessary in a small library nor in a large library with very close classification. When two or more books by the same author fall in the same class, give each as a book number the letter followed by three figures, of which only one number would be the true Cutter number. This is equivalent to letting the first two figures represent the author number and the third figure the work-mark. That would simplify the number and ordinarily be satisfactory, but, in some cases, it might make complications in assigning future members. Some librarians have adopted this to a certain extent and if they are represented here we would like to hear from them.

Size symbols seem quite desirable as an aid in locating oversize books, q to indicate all books between twenty-five and thirty centimeters and f all books over thirty centimeters high. If desired, the symbols q and f need not be used in lettering the backs of the books, but appear only on the catalog records and on the book-plate, prefixed to the author number. It would thus form a part of the call number and apparently serve every purpose intended.

Some libraries arrange books by first letter of title regardless of language, instead of by initial letter of original language, thus doing away with the capital letter to represent language and letter for translator's name. This would seem quite desirable in all classes with the exception of those for texts of literature where it is very desirable and helpful to have the texts of one work all grouped side by side.

Dates for editions can ordinarily be omitted by using the figures 2, 3, etc., after the work-mark for the second and third edition, e.g., Preston's *Theory of Heat*, 2 ed. would be 376 P 941t2 instead of 376 P941 t 1904. Where there are likely to be over nine editions of a work it is better to use dates.

As regards the position of the lower

case letter, which represents initial letter of title, some libraries place it on the same line directly after the Cutter number, as D55s, others place it underneath on another line, as D 55. The second arrangement provides for placing additional figures after the Cutter number if necessary, balances the call number more evenly when mark for translation or editions has to be added, and makes it more easily put on a thin book. Has any one had experience in using initial letter of binder's title, of a catch-title, or of a prominent word of the title instead of first word of title as it appears on the title page?

It seems desirable that a number scheme be used for book numbers so as to avoid the use of all letters except the letter for the author's name. It seems especially desirable when the class number contains a letter or letters, or when there are both capital and lower case letters in the call number; for it is hardly to be expected that the average person will very often copy such a call number correct in all details. The following scheme of work-marks for the writings of any author is designed for use in conjunction with the Cutter author number of two or three figures. The work-mark may be separated from the Cutter number by a period or a dash, but the simplest way is to let it follow as one number; since by using the shelf list in assigning future numbers, one can readily distinguish the author number from the work-mark.

The scheme has four main divisions for collected works, translations of collected works, single works and translations, and biography and criticism. 1 stands for editions of collected works, arranged chronologically, and 11 to 19 provides for nine editions; 19 may be reserved for selections. 2 stands for translations of collected works, arranged by language, 22=French, 23=German, 24=Italian, 25=Spanish, and 26 to 29=other languages. Thus the second figure always denotes language of translation and the addition of a third figure provides for nine translations under any one language. The numbers 30 to 89 stand for single works

arranged alphabetically, and they provide for sixty different titles; 1 to 8 added as a third figure provides for eight editions of any one title; 9 added as a third figure is reserved for translations, and with many translations a fourth figure corresponding to the language figure as given above is added. As a guide to alphabetical location, use the table for the division of the alphabet into ten parts, as devised by Mr. Cutter. (L.J. 3:250.) The number 9 stands for biography and criticism arranged alphabetically by author. One figure (0-9) after the 9 provides for ten titles and two figures for one hundred; the same table as heretofore mentioned will assist in alphabetical location. The following are samples of the numbers as applied to the works of Adam Smith:

315	}	Works, 3d edition.
S 642.13		
315	}	Works, German translation.
S 642.23		
315	}	Inquiry into the wealth of nations, 2d edition.
S 642.522		
315	}	Inquiry into the wealth of nations, French translation.
S 642.5292		
315	}	Hirst's Adam Smith.
S 642.937		

As all the numbers are used as decimals, the scheme permits of practically indefinite expansion, as the addition of one figure increases the capacity tenfold. In many cases the use of only one figure after the Cutter number is sufficient. The scheme shows the possibilities of numbers which are more legible and more accurately copied than any combination containing many letters.

The second paper was by J. E. GOODWIN, Leland Stanford Jr. university library, on

#### NECESSARY RED TAPE

Red Tape, as used in this paper, will mean to the librarian the ordinary methods for promoting regularity of practice in the various departments of the library; unfortunately, to the impatient professor, or member of the student body it too frequently means a succession of hurdles to be negotiated with all possible speed.

Practices, which may seem entirely obvious from the standpoint of the librarian, are often regarded with suspicion by faculty and students; and if perchance the method in question replaces one which has the local stamp of time upon it, the librarian may hear that the old system was much simpler and easier to understand.

The time element is very essential in the process of procuring books for a library, and especially is this true in the case of libraries that are situated outside the great centers of population, and consequently away from the large book supply houses. This time element often looms up as an annoyance to the professor.

Books, needed at once, are often either in Europe or at distances varying from the neighboring city to the width of the continent; and the professor who plans his course during the summer, or perchance during his sabbatical leave, and makes no provision for the checking of the resources in his home library until time for the opening of college and the meeting of his classes, will sometimes find that his plans for a semester are greatly disarranged, because the material he wishes his classes to use is not at hand. The desired authors may not be represented at all, or what more frequently happens, stress is placed upon references which the library has in inadequate numbers.

The buying of supplies for a university, including the books for the library, is now commonly managed through one office, so that it becomes impracticable, even if it might at times be desirable, for the librarian to take a professor's single order and send it to the publisher by next mail.

Faculty men occasionally discover books which they wish the librarian to buy for them on the counters of department stores. Their orders for these books may or may not have been sent in from the library to the regular agent, but it becomes necessary to explain why their orders should not at once be filled from the stock at the neighboring shop, and the order, if it has been placed with the regular dealer, cancelled. This practice could tend only to confusion in business records, while it would at the

same time add to the cost of the books; for an express or mail package costs more than a single item in a freight shipment.

Again, it is reasonably expected that the professor will furnish a list of the books he wants to buy for his department; a list sufficiently legible so that it can be read without spending hours in the process and exhausting the ingenuity and patience of the librarian.

A friend of mine, who had labored in vain to unravel items on one of these lists, finally appealed to the writer of the list who, after puzzling over the offending entries said, "Well, it is now some time since I wrote that, and I guess I will have to take it with me and see if I can remember what it was I intended to order." The professor is evidently still puzzling, at least those cards have never been returned.

We will assume that there is a definite and limited amount of money to be spent for books each year, and that the money is apportioned on a basis to meet equably, if not adequately, the needs of the several departments.

Most faculty men easily spend all their yearly allowance; indeed their problem is purely one of selection, for two books are commonly wanted where one can be purchased; an occasional man will have no idea in regard to what proportion of his fund he has used, and he would cheerfully continue to send in order cards, if he were not informed that his funds were all gone.

More rarely the man appears who for certain reasons is not interested in spending his annual allotment, and if there be a regulation providing that the fund be not allowed to accumulate until the next year, other members of the department will doubtless put in a plea for the privilege of spending the money rather than have it revert to the general library fund. However these details of apportionment and expenditure may be managed, the librarian must have his book account so readily accessible that there will be no danger of allowances being exceeded.

In the whole list of library processes, classification presents more reasonable and indeed more fruitful grounds for difference



of opinion between the librarian and the reader than any other.

"Why is this book placed here?"

"This book ought to be classified in the group I use in connection with this course in engineering."

"Really now, no one would ever think of looking for that book in any other connection than this."

These sentiments may be expressed in various ways and will depend for their force upon the temperament of the man whose sense of intellectual relationships has been offended by the grouping of the books. He may simply say, "Oh!" He may look at you with a superior and knowing smile and say nothing. This may mean that he is willing to concede your location for the book, or that the point will not, in his opinion, lend itself to discussion.

We do feel, however, that the man who is working on church history, and finds, for example, that he must collect his Luther material from three apparently equally important sections, before he goes into subsidiary sources at all, has just grounds for complaint. The classes 920, 838, and 270, so far as they apply to Luther, might well be united; for then the man who uses the catalog would be directed to the proper section, the man whose instinct directs him to the section used would find the bulk of the material available, and the man who found nothing in the place where he expected to find the material would undoubtedly be led to investigate; while if he found one of three or more equally important sections, he might conclude that any one of these represented the bulk of the library's resources on Luther.

But, whatever course is followed, the classifier will receive a protest sooner or later; for the history student who finds that Luther's works have an entirely literary environment, and the student in literature who must go to church history for his Luther, are going to make known their displeasure.

We can see but one solution for the difficulty so far as the professor is concerned, and that solution lies in his making a friend and confidant out of the card cata-

log; for as soon as the librarian has made the classification to square up with the ideas of a particular man, he is almost sure to have placed it on a bias with the ideas of another, and the latter may have the greater capacity for saying unpleasant things.

However, the card catalog is seldom consulted by the faculty man except when the book wanted is not found on the shelves where his preconceived notion would place it. And I conceive that in this point lies the foundation for the feeling in occasional men that the catalog and classification may ordinarily be depended upon to be a few points out of true.

There is trouble between the classification and the mind of the professor before he appeals to the index at all, so when this guide points in an unexpected direction, he questions its accuracy. He is used to piloting himself about the stack and giving no special thought to the classification so long as he finds the books where he expects; ordinarily, he has no use for the catalog. Hence, it follows that a really excellent catalog and good classification are made to appear very unsatisfactory to him, because in the large proportion of cases in which he uses the catalog he gets unexpected results.

When we have our books placed so that their positions are perfectly defensible, then we are justified, with a feeling of all the composure that is allowed us, to let our mental bias govern the situation. The work we do in changing records seems out of all proportion to what should be warranted; it takes more time to change the classification, cataloging and marking than it does to accomplish the processes in the first place. Perhaps the conditions for necessity of change in the records arise because we are too often led to classify for a special or temporary purpose when the book might better be given a number it could hold for all time.

Having said this, I do not wish to appear to be advocating the upholding of mistakes that may have been made, but simply to maintain that when classification is good, it must be shown that it can be made much

better before changes in the records involved are justifiable.

The practice of classifying copies of the same book in different sections of the library seems to me to defeat its own purpose, which purpose may be conceded to be to get the resources of the library into the hands of the reader in the shortest possible time and with a minimum expenditure of work. The assistant who handles a book which carries a copy number at once knows that he should be able to locate at least one more copy when the second call for the book comes; but if he has handed out a book with no copy number on it, and practice allows the regular classification of books in more than one place, he must appeal to the catalog for a check upon his work, otherwise he cannot be sure of his ground. The general practice of placing all copies of the same work in one place in the classification thus simplifies the amount of pure memory work required of the library assistant, and gets the book into the hands of the student more quickly, while it places upon the users of the library who have access to the stack a greater part of this necessity of supplementing their own efforts in locating books with help from the catalog.

A general plan of department libraries, unless it is conducted on a system of duplicating copies of books before they are transferred to departments, tends to remove from the main library many of our purely technical books and serial sets covering the fields represented. This system leaves for the main library the antiquated and obvious books in these subjects, but does not leave a really scholarly collection.

Many of these sets of books are brought to the attention of the main library only at the times when a volume is returned from the bindery, and sent over to be placed with the rest of the set; and many of the single volumes are so purely in the specialist's province that they are not called for from one year's end to the other. However, there are many cases where one copy of the book is really all that is necessary for the library to own, and the books can be temporarily transferred from

the department to the main collection. Nevertheless, there are desires which are effectively and forever quashed by the report that a book is in a department library. This condition may be set down as representing a deplorable state of indifference on the part of the student; but looked upon in the most favorable light, the fact that the book is not at hand is an obstacle, especially to the student who is not interested in the department where the book is lodged.

One of the most fruitful sources of annoyance for the student, and a real obstacle in his access to the books, is the professor who keeps just far enough ahead of his class, in preparing his lectures, to draw out the books on his personal account, before assignments for reading are announced or syllabus sheets distributed.

We can always look with a degree of sympathy upon the young instructor who has to build up his lectures from week to week as he carries his class along; he has not really found himself, as yet, in the realm of the professor, and has accumulated but a fraction of his authorities in his private library. Yet, however sympathetic we may feel for this instructor, and knowing full well that he cannot support himself, and buy all the books he needs on a thousand dollars a year, the fact yet remains that students are often put days behind in their reading and the librarian left to turn away call after call, on the part of these students, while he diplomatically suggests to the instructor that he has in his possession some books to which he has referred his students and for which there is constant clamor on the far side of the loan desk.

This condition is not always limited to instructors; there is an occasional professor who manages his classes in the same way. The annoyance from this source manifests itself in varying degrees; it takes on a semi-tragic aspect when there is a single copy of the book, or when the time of accounting on the part of the students draws near and the supply of books to meet the demand is short.

It sometimes happens that the student

really has no use for the book and a mere glance inside it would satisfy him; but the fact that the instructor considers the book of sufficient importance to occupy his attention makes the student feel that it must contain the basic principles of the whole subject; and so the conscientious student is troubled until he has a chance to see for himself what there is in the book.

With many instructors, the annoyance from this source is purely a negligible quantity and the librarian finds not only that the materials for class use are in their places when the demand for them commences, but he is often notified that certain material will be needed at a given time. When the librarian is not warned by the well-timed syllabus, or a word from the professor, the students who get their reading done early, of whom there are always a few, may withdraw the important books from the library; and when the big demand comes, we must wait upon a postal or telephone message before we can get the books into active use again.

There is another source of friction for the library when books, which are not represented in the catalog and which upon investigation are found never to have been in the library, are referred to or appear upon syllabus sheets. This condition of affairs obtains when a professor has been arranging a new course or working over an old one, and neglects to check his sources in the home catalog for citations gathered in other libraries.

References sometimes appear, which to the student mean absolutely nothing, and which, to the librarian, mean that someone has blundered. These come about in one of several ways—the reference may be to an analytic which the assistant will not recognize on sight, as he has failed to fix in his memory all the entries in the card catalog together with references in Poole, and other periodical indexes. Sometimes an elaborate syllabus is handed to the students in which publishers, dates and prices of books are given; then we get such call slips as this presented: "Heath and Co., 1898." The student will then probably look

at you in surprise when he is told that the information he is furnishing tells absolutely nothing from which we can identify the book wanted. Of course the student, in a case like this, has perversely selected the strictly non-essential part of the entry and excluded the essentials—namely the author and title. Or the student may ask for "Jones," or for "The Inquisition," and, if there is no author of this name especially in the limelight at the given time, or if no particular edition of "The Inquisition" is being commonly used, the attendant must insist that the request be made more specific.

You may now be ready to raise the query as to why call numbers are not always required, and this is as good a place as any for its discussion. An assistant who must depend upon call numbers is of very little use when it comes to the hour of stress, when he has a hand full of cards for books which he must collect and knows that the number of demands awaiting his attention, in a short time, will be limited only by his ability to handle them. If he does not know the classification and outward appearance of the books, it will take him at least a third longer to collect them. But having familiarized himself with the books that are used throughout the year and those used at the same relative time in succeeding years, the attendant is still forced to call upon the student to use the catalog and procure call numbers for part of his books.

Many students will go without a book before they will make this small effort to help themselves; or they will get around the difficulty by holding the card in question until a more experienced attendant comes to the desk, when they will present the card to him and see, if by chance, they can get the book. When possible these students should be made to produce the numbers. Theoretically, every call slip presented at the desk for a book should carry the call number; practically, this is entirely superfluous, and both the library and the student lose time if it is insisted upon. The problem then is to keep the

student in a frame of mind where he will produce numbers cheerfully, when they are needed, and not burden him with them when they are not.

Finally: How can we impose a system of penalties for infringement of rules, without spending too much time in the processes involved? Some system of regulation is imperative, and whatever the system may be, it will sometimes present unpleasant personal features in its administration; these we must expect.

Suppose we have instituted a system of fines. Can we reduce the process of collecting them to a simpler basis than the one outlined in the following plan? Each student, when he presents himself at the library wishing to withdraw a book signs a guarantee card. This card states that the student agrees to abide by the rules of the library, and make good fines and losses incurred by him. These cards are renewed each year on the return of the student to college, and are filed alphabetically. When a fine is incurred a statement is sent to the student, the guarantee card is taken from the file and the facts involved noted on the back with the amount of the fine due. When the fine is paid, its receipt is entered on the back of the guarantee card, and the card refilled in its place in the guarantee register. This gives data on students who are regular offenders, and enables the library readily to tell whether there has been a response to its statement.

Where no system of readers' cards for drawing books from the library is in use, the penalty of depriving an offender of the privileges of the library cannot be imposed, since there is sure to be an obliging "friend" who will secure the books, and, save for causing a little inconvenience, the penalty proves a farce.

The whole penalty system should be conducted so that the offender is made to square accounts, and the discipline secured is sufficient to compensate for the time and effort expended.

W. E. HENRY, librarian of the University of Washington library, read the last paper of the session, on the subject

#### THE ACADEMIC STANDING OF COLLEGE LIBRARY ASSISTANTS AND THEIR RELATION TO THE CARNEGIE FOUNDATION

In taking up this topic for consideration we must realize that we are dealing with a new profession in educational work, that this profession is an outgrowth of new conceptions in educational materials and processes and that the terms and conditions are fixed by these materials and processes. We must, therefore, treat briefly certain origins before coming specifically to the apparent topic.

This new relationship expressed in the words "college library assistant" came upon us unawares as a part of recent evolution in the conceptions of education—new conceptions of studentship and scholarship.

This new learning of less than fifty years is characterized by broad scope, searching investigation, infinite detail, first hand authority and such variety as would have been bewildering a few years earlier. The old learning wrote the natural history of the world from Adam; the new learning writes volumes on bacteriology, and the new library is as unlike the old as the books they contain. They present precisely the same differences.

The type of student that uses books and in turn produces them is less than half a century old. The mass of books that constitute the working collection of most American college libraries have been written since the American library association held its first session in 1876. The "new learning" covers the half century after 1860. In 1876 there were but three college libraries in America that contained more than 45,000 volumes each; only one possessed more than 100,000 volumes. Very few professors placed Ph.D. after their names in the college catalog, and this growth of these two facts since then may be traced side by side as interchanging cause and effect—a new studentship and a new library. The new learning demanded detailed information "ready to serve hot," therefore a new well-organized library.

The new library is a hundred times more varied than the old. The more varied library has the greater variety of function and demands more perfect organization as in all forms of organic life. This higher type and more complex organization originates the demand for the modern library assistant, and fixes the condition in education and training.

In the old college library there were relatively few subjects, few authors, few investigations, few readers, few demands of any kind. The new learning fixed the standards for the new profession. Breadth of scholarship, detail of information, cosmopolitan and comprehensive, were demanded, and all of it ready on call. Compare the college curriculum of 1876 with that of the present. The librarian in the old college library becomes the staff in the new; one becomes many, and the college library assistant comes into being.

In the older pedagogy the teacher did mere textbook recitation work or occasionally did worse by lecturing, but there was almost no thought of bibliographical work in connection with the recitation assignments. He needed no library service, hence no library nor librarian. The new pedagogy values the work done in the library as quite as vital and more informing than that of the class room. No subject is well treated now until a fair bibliography of the subject is mastered. Here the librarian is quite as necessary as the teacher and quite as helpful. Neither could do his work without the other. Cooperation has become a necessity, and the preparation of the two is essentially similar, in slightly different directions, but complementary. The library staff must be the equals in scholarship and preparation of the faculty of any one academic department, and if it is not so the library will fall short of the work that ought to be done in coöperative education.

The reference librarian must needs possess a larger grasp of information than is expected of any professor, for this member of the staff must know in general all that all the faculty knows in detail. The lending librarian, if she does her whole duty,

must know the book resources as well as the combined faculty knows them. It has been said that the girl who can measure ribbon over the counter at three dollars per week can hand out books at the same price. My own belief is that the readiest and best informed mind as well as the best business head in the staff is none too good for the loan desk, and the work of other departments could be shown relatively as important in the particular fields.

The member of the faculty obtains his rank in part because of his academic preparation, and in part because he has to do with directing the education of others. His work in the education of others is sometimes in the actual processes of teaching,—the hearing of recitations, lecturing, directing the reading, or it may be largely in mere administrative work. This rank, so far as it depends upon academic preparation is usually indicated by a degree granted from some institution. This degree means that he has completed a certain course of instruction but does not indicate that he can do any particular kind or grade of service. In short, his rank is evidence of scholarly relationship. Measured by these tests, which I believe to be fair, the members of the library staff bear a very similar relation to educational activities. We do not think of a college library assistant coming to his position on the staff on any other basis than one of general scholarship, and not usually without some special training for the work he assumes, either in a library training school or valuable experience in a well-managed library. The professor has not usually a training for his work as a teacher, however much he may have in scholarship. The library assistant is not usually a teacher in the sense of a hearer of recitations or a formal lecturer, yet anyone who knows his real work must admit that it is frequently as personal and quite as scholastically helpful as that done by the teacher. If this equality does not exist then the staff should be revised. With such preparation and such relationship to the educational processes I shall claim that the library staff must rank with the

faculty or teaching staff of any department. The librarian or head of the staff should have the rank and pay of a professor; the assistant librarian, if such a title for a distinct position exists, should be accorded the rank and pay of an associate professor; and the other members of the staff that of assistant professor or instructor, this to be determined by the nature of the work, the preparation and particular ability required; and those not fitted to so rank should not be members of the staff but some other name should be adopted.

I am sure that this doctrine will sound a bit revolutionary and somewhat like the closed shop to persons who have been accustomed to think of the library staff along with janitors and scrubwomen, but to me librarianship is a learned profession and in college must rank with the teaching profession. As before defined, I do not include in the library staff mere student assistants uneducated and untrained persons in the most subordinate position. The staff must be respected as educators by the faculty, not merely for the satisfaction of the staff but for the good of the library in its power for efficiency.

It would have been infinitely more fortunate for colleges in their library administration if instead of the word "librarian" the title Professor of books and reading had been substituted as suggested in the "Special report on public libraries" in 1876. Mr. Perkins in that report emphasizes the doctrine that the office of librarian shall be "a professorship teaching method," not subject; how to discover, not what to discover. Mr. Matthews in the same report, bore upon the thesis that the college should provide "a professor to assist the student." These men back in the early age of modern librarianship outlined precisely the duty of a modern college library staff—to assist the student in the method of discovery. Each member of a well organized staff holds a professorship or an instructorship in the department of books and reading.

As I have thought over the peculiar mission of each member of the staff I am per-

suaded that each is vitally essential to the work of the professorship of books and reading. The person who selects the book, the one who catalogs it, is just as vitally, though less directly, helping the student as is the one who hands him the book with the page designated.

Then, in the department of books and reading we have precisely the relationship and must demand the scholarship and specific training as is demanded in the departments of history, English, German, or engineering. The library staff must rank with the teaching staff of a given department, for the instructor and guide in method of scholarship bears the same vital relation to the education of the student as does the guide in matters of scholarship.

For comparative relations the term "Professor of books and reading" is much more significant than "Librarian," for the latter term has brought with it the suggestion of the inactive police relation of a keeper of books, while the former has in it the implication of active help—of progressive educational purpose. I do not mean that it would be wise to change the name of this office in the college catalog, but I use it here with the hope that I may make the relationship clearer and thereby place the library staff where I think it belongs in educational economy.

Whatever may be said of individual persons or positions as to requirement it is clear that so far there exists no uniformity of appreciation or organization within the college library staff. We are not agreed among ourselves as to how many and what departments naturally and logically exist, and the term "Head of the Department" has a great variety of indefinite meanings. There is likewise no defined notion as to the essential requirements for heads of certain departments, there is neither uniformity nor consistency of names for college library assistants; and finally there is no fixed conception as to just what constitutes a library staff. Does staff include only heads of departments with the librarian, or does it include assistants in the departments as well as student assistants or even pages? These

questions must be answered and the nomenclature fixed before the questions of this paper can be fully and satisfactorily answered. We shall not be ranked outside of the staff until we rank within it. If, however, we desire and expect the library staff to rank with the teaching staff of a department we must demand academic and professional preparation and a kind and quality of work that will command respect from the faculty and from others having knowledge of college rank and standing. Their work must be professional and educational.

Admission to the staff of a college library must demand at least the bachelor's degree and added thereto should be the training of a library school preferably culminating in a professional degree; or, in lieu of school training, such experience in library work as shall leave no question of capacity or efficiency.

It is true that in a large staff there is much petty detail that, for economic reasons, well prepared people cannot afford to perform. A considerable per cent of any large staff will be composed of lower grade relatively untrained persons who cannot and ought not attain to faculty rank. These I should not consider as members of the staff but should provide some other title such as helper or attendant, and let that title become definite and fixed.

Let us make our staff a very specific and very exclusive body clearly defined in the minds of all having official relation to the institution. Let the line be distinctly drawn but not snobbishly maintained. Let us classify closely on the basis of preparation and demonstrated efficiency and then be exacting in our nomenclature. I have pointed out upon purely historical and theoretical grounds what should be the academic rank of the college library assistant. I shall briefly state the theory of this same assistant's relation to the Carnegie Foundation for the Advancement of Teaching and follow up this theoretical statement with a few facts as to what conditions do actually prevail with regard to both of these questions in a dozen repre-

sentative institutions in all parts of the country.

Whatever reasons may have prevailed for admitting teachers in any college or university faculty to retiring allowances from the Carnegie Foundation are equally valid when applied to the library staff, not perhaps as it is now constituted in many cases, but as above defined. If present affluence be the measure then I am sure the librarian has equal claim with the professor. If the insufficiency of salary either in fact or in prospect be taken in evidence then I am sure no professor could urge a stronger claim than can the library assistant. If a long and faithful service be a condition, then the library staff must stand side by side with the professor inviting the generosity of the Foundation. If singleness of purpose and devoted service be the test then the library assistant admits no superior. If scholarly requirements and extensive preparation are to be considered evidence of fitness there is no difference. As valiant and efficient helpers in the process and progress of higher education I know of no claim that will admit one to the privileges of the Foundation and deny the same to the other.

From any point of view I cannot see a single argument that will admit the assistant professor and the instructor to participate in the foundation that will deny the library assistant when the library staff shall be composed on as high standards of efficiency as the teaching staff. It then becomes the business of the college librarians to define carefully, through the executive authorities of the colleges, the library staff and the qualifications demanded, and to see to it that only such persons are admitted.

What conditions now prevail in college libraries? In preparing this paper I tried to collect facts from college and university libraries covering the entire country from east to west, including both state and endowed institutions. From seventeen inquiries I had sixteen replies for which I sincerely thank the responding libraries. Only about 43 per cent of those persons now holding positions as college library as-

sistants hold even baccalaureate degrees. About 20 per cent have had some library school training, a considerable proportion of these hold the B. L. S. degree.

As to faculty rank it appears that the librarian usually has the rank of a professor. Below the librarian all sorts of conditions prevail. In one instance all members of the staff are considered members of the faculty, yet less than half of them have any degree. The reference librarian ranks as instructor, and all below him rank with the lowest grade of the teaching force. I do not find what that rank is. Below the librarian and a first assistant there seems to be no faculty rank in most cases. With the above figures as to preparation it is not at all surprising that most assistants have no rank.

As to the relation to the Carnegie Foundation, usually the librarian and assistant seem to be eligible to a retiring allowance, as these usually have some professional rank. However, the term "assistant librarian" is used without discrimination. In some instances it means a specific rank next the head of the staff, but in quite a number of cases it seems to apply to almost any person working in the library. The library assistant is so far scarcely considered.

For reasons of internal organization and external respect and proper standing, I am convinced we must standardize our college libraries just as the colleges and universities are being standardized under the guiding and commanding influence of the Carnegie Foundation. I wish that some one would recommend that a committee from this organization might be appointed to take up the work of standardizing the college library force, and make recommendations as to staff organizations, qualifications of members of the staff and nomenclature that some time in the future we may have a common language.

I can bring to you at this time three guiding facts for our future action; the ruling of the Foundation itself and the action of two of our leading universities—Columbia and Harvard. That portion of rule five of the Carnegie Foundation which

provides for librarians participating in the retiring allowance reads as follows: "Librarians, registrars, recorders, and administrative officers of long tenure whose salaries may be classed with those of professors are considered eligible to the benefits of a retiring allowance." Now, whether *librarian* means head of the staff only, or whether it means a number of persons doing the higher quality of library work may be questioned since some assistants in libraries have been granted allowances. Yet in a letter from the secretary of the Foundation under date of April 1, 1911, this sentence occurs, "Ordinarily we have not considered that assistant librarians might count their service toward a retiring allowance," yet later in the same letter this writer makes the possible exception of such large libraries as Columbia and Harvard.

The Harvard rules for retiring allowances specify that "librarians and assistant librarians" are covered by the provision. Assistant librarian at Harvard is not a specific single position but applies to two persons of equal rank.

The Columbia university trustees on February 6 of this year provided as follows: "The librarian shall have the rank of professor, the assistant librarian that of associate professor and the supervisors (with grade of assistant librarian) shall rank as assistant professors and bibliographers as instructors." The action of these two great leading universities is so specific and well defined and apparently so just I quote from them as a guide which the rest of us may follow if even at some distance.

On motion of Mr. Lane it was voted that separates of Mr. Henry's paper be printed by the Secretary of the A. L. A. and sent to all of the college and university libraries in the United States.

Mr. W. C. Lane spoke of the meeting of the Association of New England libraries, held at Wellesley recently, where the question of inter-library loans was discussed. He spoke of the time and labor involved in sending out books and in checking up lists for books both in the library



and those not in the library. The advisability of charging a small fee was considered, the fee being not for the use of the book but simply to cover in some degree the cost of the extra labor involved. The payment of a fee would perhaps insure greater freedom in asking for inter-

library loans. Discussion by Messrs. Andrews, Henry, Lane, Leupp and Miss M. L. Jones.

On motion of Mr. Andrews it was voted that the matter of the purposes, principles and methods of inter-library loans be referred to the Committee on Co-ordination.

## SECTION ON PROFESSIONAL TRAINING FOR LIBRARIANSHIP

The annual meeting of the Professional training section was held on Wednesday, May 24, and was largely attended. In the absence of the chairman, P. L. Windsor, Chalmers Hadley of the Denver public library presided, and Miss Charlotte Elizabeth Wallace of the Seattle public library acted as secretary.

The program for the meeting was as follows:

Library training in California—Mary L. Sutliff, California state library.

Discussion—L. W. Ripley, Sacramento public library and W. R. Watson, San Francisco public library.

The theory of the training school in the large library system—Faith E. Smith, Chicago public library.

Discussion—Arthur E. Bostwick and Paul Blackwelder, St. Louis public library.

Miss MARY L. SUTLIFF opened the program with a paper on

"adopted as possibly affording a solution" of the difficulty arising from the too familiar combination of low funds and an overburdened staff.

So successful did the experiment prove that other classes followed in quick succession. At first no formal class work was given, the pupils gaining their knowledge from their work in the various departments. Beginning, however, with the third class, June, 1892, a regular course of instruction was given.

This course of study was outlined in the Library Journal, v. 17, and afterward amplified by Miss Hasse in her articles on "The training of library employees" (Lib. Jour. 20). After the lapse of twenty years one reads with admiration the description of this thorough, systematic and well-planned course. Undoubtedly much of the future success of the training class was due to the excellent foundation laid by Miss Kelso and Miss Hasse.

One feature of the training of these early classes seems especially worthy of consideration to-day. Pupils passing an examination at the end of the first six months were given employment in the library on partial time while their training was continued for another six months, the more difficult technical points being taken up. A final successful examination was followed by employment on full time. Somewhat too much of examination here perhaps, and the added six months must have imposed a heavy burden upon the teaching staff, but there can be no doubt of the benefit to the class of this prolonged period of instruction.

### LIBRARY TRAINING IN CALIFORNIA

The first library training in California of which we have any record was that given in the training class of the Los Angeles public library. The first class of six members began work under the direction of Miss Kelso, the librarian, in November, 1891. The pupils were required to pass an entrance examination and agreed to give to the library three hours service daily for six months, at the end of which time they were, upon passing an examination, placed upon the substitute list of the library. The board of library directors announced frankly that the class was an experiment,

Through all the vicissitudes of the Los Angeles public library the training class has persisted. During the incumbency of Miss Jones in particular, careful, thorough work was done. In 1904 Mr. Lummis added a physical examination to the list of entrance requirements and raised the standard of the examinations. The average number of students in each class has been about ten, and in all over a hundred pupils have been graduated.

There can be no doubt that to the influence of this training class more than to any other single agency is due the high quality of library service in Southern California. Mr. Lummis in his report for 1906 after calling attention to the fact that the Los Angeles public library was the first in America "to introduce the training class which has been copied throughout the country," says, "This library stands somewhat in relation of Alma Mater to other libraries of Southern California. Most of them have as librarians the graduates of our training class or of our service. The librarians of Los Angeles public schools, the Los Angeles high school, the Los Angeles state normal school, the public libraries of Long Beach, Pomona, and other communities are daughters of this institution and it feels proud of them."

While the Los Angeles public library has been thus steadily casting its beams other lesser candles have been lighted here and there. Apprentices have been received in the public libraries of Long Beach, Pomona, Redlands, Oxnard, Stockton, Oakland, Santa Rosa, and perhaps others which have not come to the writer's knowledge.

Moving northward we find that apprentices were first appointed in the California state library in 1906. The instruction given to the two students who entered during the year was largely individual, but in 1909 when a class of five was admitted regular class room work was offered. Several of the younger members of the staff were given the privilege of attending the classes and of doing the practice work.

Nov. 1, 1910, seven apprentices were received. This class was under the immediate supervision of Miss Kumli and the

instruction was the most thorough and systematic that has yet been given. The Sacramento public library gave generous aid, both by sending members of its staff to give special lectures and by supervising practice work at the loan desk. For the last two weeks of the course four of the pupils went with Miss Kumli to Auburn to classify and catalog the public library there—a most valuable bit of practical experience. In all eleven apprentices have completed the training in the state library, and all have been given employment there.

There have been apprentices in the county library work, under the direction of Miss Huntington of the Yolo County library, Miss Humphreys of Merced and Miss Field of Oxnard, and Mrs. Linn of Santa Barbara.

Aside from the regular classes, most of the important libraries of the state have served in some measure as training schools to the novices who have been connected with them. The substitutes in the San Francisco public library, for example, are given instruction in the various departments before receiving regular employment.

Leaving now the training classes in the individual libraries, we find that the next effort toward library training in the state was the summer school. Three sessions of six weeks each have so far been held, all at Berkeley in connection with the regular summer school of the State University, with J. C. Rowell in charge. Only librarians or persons under an appointment to a library position were admitted to the classes.

The first session in 1902 was under the direction of Miss Mary Floyd Williams, assisted by Miss Florence Whittier. Twenty-four students were admitted, sixteen of whom were given certificates. There were 72 lectures.

Miss Mary L. Jones, assisted by Miss Helen Sheldon, was the director of the second and third sessions, held in 1906 and 1907. The second class consisted of 21 students, to whom a total of 82 lectures were presented in the six weeks. Mrs. Alice G. Whitbeck gave the instruction in children's work. In the third class of 24 stu-

dents Miss Kumli and Miss Prentiss each gave two weeks' time for class work and for the consideration of individual problems.

All three sessions of the summer school were highly successful from every point of view except the financial one. Owing to the deficit for the last two classes, the University did not feel justified in continuing the course.

In 1908, then, as there was no means of securing another summer school, and as the desire for further instruction on the part of the librarians of the state was still insistent, the California library association, under the leadership of its president, J. L. Gillis, decided to furnish at least a crumb of the loaf it would have liked to give, and offered an institute of two and a half days immediately preceding the annual meeting at San José. This institute was under the charge of the state library organizers, Miss Prentiss and Miss Kumli. Talks were given on the use of the Library of Congress cards, How to get the most out of books, Book repairing, and Librarians' reports and business methods. Only a few students were expected, but to the surprise of all concerned, over 60 attended the various sessions, listened to the talks and took part in the lively discussions.

The interest aroused by this institute was so great that the state library decided to hold later in the year three classes in library methods. These classes, each of two weeks' duration, were popularly known as institutes and were under the direction of Miss Kumli and Miss Prentiss. The students were all library workers, chiefly from the small libraries of the state. As the numbers were small, it was possible to give a good deal of individual instruction in addition to the class room work. The classes were intended to take the place, to some extent, of individual visits of the organizers to various communities, and were in some ways more valuable than individual visits, as the librarians from isolated towns were able to enjoy the privilege of personal contact with their fellow workers.

The first class, consisting of twelve members, was held in the San Francisco state

normal school, Aug. 31-Sept. 12, 1908. Instruction was given in only two subjects, cataloging and reference work. The next class, at Colton, Oct. 5-17, 1908, had also twelve students, drawn from the southern part of the state. The public library at Colton was being organized while the class was in session, thus affording the students a most valuable opportunity for object lessons and practice work.

The last class began Nov. 2 and was held in Red Bluff. As this was in a more sparsely settled part of the state, only five librarians were in attendance. It was felt, however, that it was in just such scattered communities that the classes were of the greatest benefit.

The annual meeting of the California library association at Long Beach in 1910 was preceded, April 11-23, by another library institute of two weeks. Two parallel courses were offered, one in reference work and book selection by Miss Beckley and Miss Darlow of the Los Angeles public library and the other in cataloging and classification by Miss Kumli, Miss Sutliff and Miss Oddie of the state library. Nearly fifty students were in attendance at this institute. As a rule only one of the courses was taken by each pupil and there was a corresponding gain in the thoroughness of the work.

At the annual meeting of the California state board of education held in San José, April 8, 1910, State Librarian Gillis and Miss Susan T. Smith of the state library presented the results of an investigation made by them on library training in normal schools. A suggestive course of study was also presented and Mr. Gillis urged that such instruction be given in the normal schools of the state. As a result of this meeting, there has just been started, April, 1911, in the Chico state normal school, a course of ten lessons in library economy under the direction of the librarian, Miss Margaret Dold. In view of the possible development of the county library work, it is felt that this instruction to the future teachers of the state is of the greatest importance.

It must not be supposed that the libra-

rians of California have thought during all these years that the various agencies for library training that we have been enumerating were adequate and all-sufficient. The efforts made were in each case the best possible under the existing circumstances, but particularly in recent years it has been felt more and more that the great need of the profession in this state is a permanent school.

In 1908, the California library association appointed a committee on library training consisting of J. L. Gillis, J. C. Rowell, G. T. Clark, C. S. Greene and W. R. Watson.

As a result of the work of this committee, a bill was introduced into the legislature of 1909 providing for the setting aside from the funds received by the secretary of state the sum of \$700 monthly for the establishment of a school for library training under the direction of the state library. Many of the prominent librarians of the state personally urged the passage of this act, but although it passed the assembly, it died in a senate committee.

According to the terms of the bill, the school was to be under the control of the Board of trustees of the state library. In case the measure had been successful, however, it was the intention to establish the school in the San Francisco public library, the trustees of this library having offered suitable quarters. It was felt that with its public library and branches, with two great university libraries within easy reach and many small libraries in its immediate vicinity, San Francisco was in many ways an ideal place for a library school.

While the question of a school was before the legislature the San Francisco Call expressed in an editorial the opinion that any intelligent person could learn in six weeks all that was necessary to fit him for work in a library and there was some surprise on the part of the legislators that special training should be considered necessary for a librarian, but on the whole the measure met with very little active opposition.

Many of the legislators thought, however, that if instruction in library matters was to be given at all, the State University was

the proper place for it. Mr. Gillis wrote accordingly, April 27, 1909, to President Wheeler urging him to establish a library school and assuring him of the co-operation of both the state library and the California library association. President Wheeler replied briefly that while there might some time be a library school, there was no immediate prospect of one. So this hope also vanished.

When the legislature met in 1911, the state library asked for an increased appropriation, with the understanding that if the increase were granted, the library would conduct a library class on more liberal lines than its former apprentice classes, though not aspiring to the dignity of a library school. But in the unsettled condition of the state's finances, it was not possible to secure the increase.

Having completed our survey of the past, let us glance at the situation as it is at present. Lying on the western edge of the continent, remote from the great library centers, California has, nevertheless, intense library activities within her borders. Her field of work is continually broadening and taking on new aspects. Her youth, her comparative isolation and her magnificent distances, make her problems in some ways difficult of solution and there is the greater need of expert workers. Her harvest fields are white, the workers are zealous, but where can they learn how so to whet and swing their scythes that their work will be most efficient? The nearest library school is so far away that attendance is possible only for a few. Moreover, the peculiar conditions in the state require special instruction.

It is true that experience has been the teacher in the past and that those who have trodden her devious and thorny paths have arrived as surely as those who entered by way of the schools. But we have discovered that the efficiency of a brick-layer can be doubled by proper instruction, and the day has gone by for questioning the value of preliminary training in a work that requires the best that can be had in the way of mental equipment.

Of the desire for library training, there

can be no doubt. Over and over again the inquiry comes, "How can I fit myself for library work?" Only those who have had some part in scattering whatever crumbs of opportunity have been given in the past, can realize how eagerly they have been seized.

At the close of her second summer school session, Miss Jones wrote: "When it is considered that twenty-four women, no one of whom receives more than \$50 a month, are willing to devote their entire vacations and surrender their salaries in addition for from three to six weeks, as vacations vary, for the purpose of increasing their efficiency in library work, the demand for a course in library methods seems unquestionably a legitimate one." (News notes, 2:298.)

What California needs is a library school with adequate funds, good equipment and a trained faculty, that can offer at least a year's course of study and that in addition to giving the general training can fit her pupils for work in her own field.

Probably there will always be individuals in the state who prefer to get their library training in the East and this is to be desired. There are always certain students who go to Harvard and Wellesley, but this does not prove that the State University and Stanford are superfluous. When a good library school is established here, it will doubtless draw a few students from the East and the mutual exchange will be for the benefit of all concerned.

Of our prospects, not much can be said because we know so little of what the future may bring. As far as the state library is concerned, little or nothing can be done for the next two years. The attitude of the legislature and of the governor during the session just closed, however, was most friendly. The idea of an appropriation for providing library instruction created no surprise or criticism. So much at least had been accomplished by the efforts of 1909. If the present tangle in the finances of the state can be straightened out, we hope for good things in 1913.

The Riverside public library is considering establishing a library school under the

direction of its librarian, Joseph F. Daniels. Such a school, if established, would undoubtedly be useful and do good work, but it might be hampered by lack of funds and equipment.

Some at least of our training classes will be continued and we will keep on doing the best that we can with the means at our command, notwithstanding the fact that our best is so far from our ideals. Some day we shall have our school of our hopes and when it comes, we can truthfully say:

"None can be glad as we are glad  
Unless they have waited as long."

The discussion of Miss Sutliff's paper was opened by Lauren W. Ripley of the Sacramento public library. He said if a library school is to be opened in California it should be located in or near San Francisco. "For the present and for some time such a school had best concern itself with preliminary and elementary instruction, leaving the higher grade of work to be taught by the schools already in operation," Mr. Ripley declared.

Miss Sutliff stated that she did not agree with Mr. Ripley's point that elementary training was needed, but believed the most proficient and best training was essential.

In his discussion of the question, William R. Watson of the San Francisco public library said, "There are several reasons not necessarily valid elsewhere, which make it desirable, almost imperative in fact, that we should have a school for library training established on this coast. Time after time the question has been asked, 'Where can I get library training?' And when the reply is given 'Not this side of the Mississippi' the inquirer often gives up in despair, for the distance from home and the expense make it impossible for many to consider the step farther. The establishment of a school here would do much to raise the grade of work which is being done in our western libraries by providing a larger proportion of thoroughly competent people. The employment of more trained assistants would react on those who have not had such advantages, and would raise the standard of proficiency

to a point more nearly in accord with our needs and opportunities. A good school would create public opinion in favor of the employment of trained workers, and would demonstrate the importance of such service and would raise the standing of the profession in the eyes of the public. It is undoubtedly an advantage to have a large proportion of trained help on a staff, not alone for the better quality of service which such help renders, but because it stimulates the untrained local assistants to greater efforts and imbues them with ambition. All these advantages we greatly need on this coast and the establishment of a thoroughly equipped school would do more to improve library conditions than any other undertaking."

Miss M. E. Ahern deplored the lack of library school facilities in California and urged the librarians of that state to work unitedly for the establishment of a library school.

The second topic discussed was presented by Miss FAITH E. SMITH on

#### THE THEORY OF THE TRAINING CLASS IN THE LARGE LIBRARY

The training class in the large library is an evolution from the apprentice class. It signifies more formal and extended instruction than did the apprentice class, and is supposed to be a necessity in libraries where the staff is sufficiently large to make a number of recruits a probability each year.

Not even in the minor positions in a large system can we use untrained help without detriment to the work of the library. Our library schools cannot supply the demands for people to fill even the higher positions, neither are libraries willing to pay the salaries for minor positions which library school graduates have a right to demand.

It therefore devolves upon the library to do its own training, at least for some subordinate positions. No general standards of admission or of instruction may be set for training classes as for library schools, because each class serves one library only, and there must be adaptation to local con-

ditions, and moreover no person or committee of persons in the library would have authority to act as censor for the work of other libraries than his own.

But as we have agreed that the library profession should meet certain standards of excellence, so we may be justified in discussing the theories for the local training of those who shall have a part in this service.

Primarily the training class is for the purpose of training assistants of the first grade of service. They may later rise to higher positions, after development by experience and further study, but our first concern is with the first positions.

Loath as we are to admit it, the entrance requirements must be influenced by the salaries offered to the students after finishing the course of training. We would like "to paint or sing or carve the thing we love, though the body starve," and we might urge others to do so, if it were for their good and for the good of the library. We expect high standards of living to be maintained by those of whom we require high standards for entrance. We expect them to keep their self-respect, to realize the importance of their vocation, and in a material way we must help them to do this.

As we increase the salaries so may we raise the entrance requirements.

But whatever the salaries may be, we can choose the best material from that which is available. We can advertise the class in high schools, academies, and colleges, in our own city; we can maintain so high a grade of instruction and such a spirit of enthusiasm in the class, that it will become its own best advertisement.

The library is a civic institution; its work is social as well as educational and candidates chosen for the class must be those who can perform this service. We want young women who can recognize the civic idea, the fact that they are serving a government, not as political grafters, but as men in battle serve their country. We want the young women with broad sympathies and broad education (this by the way may be the college young woman or may not be), young women of culture, who

have enthusiasm, book lovers of course. As a rule they should have at least a high school course and not be over thirty-five years of age. At that age one's brain paths have been formed, and it is difficult to make new ones. A woman cannot then easily be trained in technical work, and except in cases of unusual personality, she cannot enjoy being directed by members of the staff who are younger than she, nor can she adapt herself to the freaks and foibles of the public whom she must serve with graciousness.

From those candidates who may present themselves we may select the best by means of systematic marking based on a written test and on personality and education.

The written examination is by no means a test of a person's fitness to do library work, but it is a safeguard, not so much for the purpose of admitting some, as to keep others out. A failure to pass a written examination will be the only reason accepted by some candidates for not being allowed to enter a training class. It should be marked not so much on accuracy of statement as on the general intelligence shown in the manner of answering, and the examinations should count as only a part, possibly a half, of the mark of admission. With this should be averaged a mark for personality and general fitness.

The size of the class must depend upon the probable number of necessary additions to the staff at the end of the course, plus a certain percentage allowed for dropping out, say 25 per cent. Until we can offer higher salaries we are not warranted in asking a tuition fee. If tuition is charged the class is at liberty to go to other libraries for positions; there is no obligation to the library giving the training. The course must then be broadened to that of a library school, including instruction in methods of libraries other than the one concerned.

In planning the curriculum, we must consider the mental equipment of the students upon entrance and the kind of work for which they are to be prepared. Entrance requirement should be such that purely cul-

tural studies will not be necessary. The curriculum should include technical studies such as order routine, cataloging, classification, business methods, etc., studies in book selection and distribution, and lectures on and investigation of civic affairs, with emphasis on book selection and civic affairs.

Fortunately the library profession is coming to recognize the fact that while knowledge of technical library work is necessary it by no means constitutes all the equipment of a library assistant.

A large number of the assistants in a large library system are concerned in work with the public, and in whatever department they are engaged they must keep in mind the fact that all the work of the library is for the people, whether it be direct or indirect, and to work intelligently for them, there must be an understanding of their interests and the conditions under which they live.

More important than a knowledge of Watts' Bibliography is a study of the people of a city, their nationalities, their interests, their habits and conditions of living, a knowledge of the city government and institutions, what the city is doing for its people in open air schools, special schools for the blind and deaf, playgrounds, hospitals, free lectures, juvenile court. There should be a study of the social settlements, religious organizations and their charitable work, the work of the United Charities, business houses conducting social welfare work, and all organizations that are aiming for social betterment.

The courses in book selection should be given considerable time. The library assistants should know their stock in trade as a merchant knows his wares, cultivating the ability to understand what will best satisfy the needs of their patrons.

Technical courses in a training class need not be as extensive as in a library school, because a certain definite library with certain fixed methods is to be served. Increased knowledge necessary to rise to higher positions may come with experience and individual study.

Instruction should be given by those ac-

tually engaged in the work to be taught; otherwise the instruction may be theoretical and not practical. For example, it is difficult for one not doing reference work to know new reference books and new problems.

A part of the director's work should be to correlate these studies, to learn by frequent quizzes whether the students are digesting what they have been taught, and how comprehensive and thorough the instruction has been. She should be able always to supplement the instruction with what may be lacking. She alone, knowing all the courses given to the students, can understand what each instructor has omitted on the supposition that it may have been included by another instructor.

Another important work of the director is informal individual instruction and advice, a word here and there, given at the moment the need occurs. It is for her to impart the right attitude towards the work for which the students are being prepared, to give them joy and enthusiasm in their labor, and to help them to keep in mind the meaning of it all.

Practice work in the different departments of the library should be an important part of the training, if properly overseen and conducted. There should be drills in all kinds of library work which the students are capable of performing without detriment to the service, and there should be sufficient repetition so that the methods will not soon be forgotten. As their courses of lectures advance, more difficult work should be given them, and such as will test their ability to assimilate their instruction. But they should not be required to do such drudgery work as the library needs to have done, long after they have learned all there is to learn concerning it, when there are still other worlds to conquer.

To get the most out of the practice work, there must be co-operation of the heads of departments, an appreciation on their part that this is just as much their work as their regular routine, and there must be a willingness to give their time to its direction.

Details regarding length of courses, ad-

vanced classes, hours of practice work, I have not considered. They are governed by local conditions and needs, but are subjects which may properly be brought forward in the discussion to follow.

In opening the discussion of Miss Smith's paper, Arthur E. Bostwick spoke of objections to training classes on the ground that such classes were not exhaustively trained. He said, "Knowledge to fit needs is very useful and need not necessarily be superficial. What we need to do is to make sure that assistants understand that the course means partial and not complete knowledge."

Paul Blackwelder emphasized the need for some lectures on cultural subjects before the training classes.

Henry E. Legler said the recruits to the library through the training class was a valuable stimulus to the entire staff.

Miss Anna McC. Beckley of the Los Angeles public library and W. F. Clowdsley of the Stockton public library told of the instruction and methods of obtaining assistants in their respective libraries.

In reply to a question as to the importance that personality and general fitness should play in examinations to training classes, Miss Smith said she believed the written examination should count 75 per cent and personality 25 per cent.

By vote of the Section, the By-law on active membership was amended to read as follows:

"There shall be two kinds of membership, active and associate. All persons belonging to the faculties of library schools, including summer schools, or who are lecturers for regular courses of three or more lectures in such schools, or who are library school graduates in charge of training classes, or librarians of normal schools who are conducting classes in library economy, are eligible for active membership, including participation in the business of the section."

Officers for the ensuing year were elected as follows: Chairman, Matthew S. Dudgeon, Wisconsin free library commission; Vice-Chairman, Miss Frances J. Olcott,



Carnegie library, Pittsburgh; Secretary, Miss Faith E. Smith, Chicago public library. Membership Committee: Miss Josephine A. Rathbone, Pratt Institute library school, chairman; Miss June R. Donnelly, Drexel Institute library school;

Paul Blackwelder, St. Louis public library. Program Committee: Miss Mary W. Plummer, New York library school, chairman; Miss Mary E. Hazeltine, Wisconsin library school; Frank K. Walter, New York State library school.

## TRUSTEES' SECTION

(Hotel Maryland, May 20, 1911, 8:15 p. m.)

In the absence of the officers of the section, Judge M. T. Owens, of Whittier, California, was elected temporary chairman and Miss M. E. Ahern, temporary secretary.

A. E. Bostwick of St. Louis outlined the customs of trustees in various parts of the country. He showed plainly that trustees and librarians have certain duties in common which each is to perform to obtain certain results. The trustees should decide the general policy of the library and require the executive officer to do the work, leaving all details of management and administration in his hands. A large board is unwieldy; it is hard to obtain a quorum, and in most cases a few members perform all the work, so it is better to have a small board of three, or five persons at the most.

M. S. Dudgeon outlined conditions in Wisconsin, where the law provides five trustees, one from the school authorities, one from the council and three appointed by the mayor. R. R. Bowker told of a board of 50 members in the Brooklyn institute of natural science, where a few people did all the work and the rest gave consent. The Brooklyn public library has a board of seven managers, which in Mr. Bowker's opinion, is the ideal number.

Judge Rochester, trustee of the Seattle public library, told of their board of seven trustees appointed for the special purpose of looking after the interests of the library. It is an interested board. He expressed himself as opposed to elective officers acting as members, as it is likely to bring in either politics or friction with the Council.

Miss Meeker of Pasadena found that since the mayor has been a member of

their board they had had much more attention and interest from the city authorities than before.

Mr. Greene of Oakland, Cal., told of the confusion at present arising out of the commission form of government. Trustees were formerly elected and the board was usually used as a kindergarten for those who wished to enter politics. He was opposed to small boards, since they usually resolved themselves into a one-man power.

S. H. Ranck of Grand Rapids spoke of the success of their elective board. They had no failure for lack of quorum and the election of trustees aroused general interest in the library.

Judge Owens of Whittier cited a remarkable instance where no politics entered into any branch of the city government. This year the library tax is 75 cents per capita of the inhabitants; next year it will be \$1.

Henry E. Legler of Chicago advocated a board of nine for large libraries, as it gave more material from which to form committees and made it unnecessary to burden any one member with all the work.

Mr. Newmark, president of the Los Angeles board, told of the five trustees appointed by the mayor. They had recently taken their library out from under municipal civil service.

P. B. Wright outlined the civil service scheme of the Los Angeles library, where the librarian and the staff are exempt from municipal civil service. Mr. Giffen, trustee of the Los Angeles public library, pointed out the new hope for better things in Los Angeles and spoke of the good qualities of the present board, which was likely to remain for some time. Los Angeles has four cents on the dollar for library purposes.

Judge Rochester of Seattle spoke of the tremendous improvement that had been made in the service of the Seattle public library since the library has been exempted from municipal civil service. Mr. Legler

told of the efficiency records in the Chicago public library and was quite positive in the good results that were coming from the use of these. The meeting was not large, but full of interest.

## PUBLIC DOCUMENTS ROUND TABLE

The Public Documents Round Table was called to order by George S. Godard, state librarian of Connecticut, chairman of the Committee on public documents, at 8:35 p. m., Friday, May 19, in the private dining-room of the Hotel Maryland. Samuel H. Ranck, librarian of the Grand Rapids public library, also a member of the Committee on public documents, was chosen secretary.

The prevailing interest in public documents was made very evident by the large number of librarians present.

The secretary read a letter from the Superintendent of Documents, Mr. August Donath, expressing his regret at not being able to be present to participate in the proceedings, as he believed it would better serve the interests of the office of Superintendent of Documents and the libraries in whose behalf this office was originally created if this representative of the government could meet with the librarians and talk over the needs and hopes of the library world.

As Mr. Donath's paper concerning the Public Documents situation from the standpoint of the Superintendent of Documents, with accompanying suggestions, had not been received, the attention of the meeting was devoted to some of the letters which have been received by the committee and the questions asked by those present.

The first letter read was from Mr. Ernest Bruncken, assistant register of copyrights and a member of the Committee on public documents, who was unable to be present. In this letter Mr. Bruncken repeated his suggestions made at the Public Documents Round Table at Mackinac Island, viz.:

That provision should be made whereby the Superintendent of Documents can issue a bulletin daily, or at least three times a week, showing all the new publications of the departments of government, especially during a session of Congress, which bulletin would be promptly and regularly sent to the larger libraries in order that librarians may know what has been officially published and endeavor to secure such as they require either from the Superintendent of Documents or through their representatives in Congress. Such a list would enable our librarians to secure needed documents very shortly after mention had been made of them in the daily press. The publication of such a list is very much needed and would without doubt do much in simplifying the whole document question.

On motion of Mr. J. M. Hitt, state librarian of Washington, which was discussed by Mrs. H. P. Davison, librarian of the San Diego public library and by Mr. Elias J. Lien, state librarian of Minnesota, the recommendation of Mr. Bruncken was endorsed by the meeting unanimously.

The Committee on public documents summarized this recommendation and the debate on the same in the following resolution, which it reported to the council, where it was adopted.

As many librarians are seriously handicapped in their reference work through lack of definite information as to what publications have been issued by the several departments at Washington, until the receipt of the Monthly catalogue of government publications, which is not published until several weeks after the period covered by each issue,

**RESOLVED**, that the Superintendent of Documents be respectfully urged to publish, if possible, a daily or weekly check-list of all such government publications issued by the several departments at Washington. Through such a check-list librarians will be informed concerning the many documents and reports now called for, having been mentioned in the daily press. We believe that this early information should be regularly supplied to depository libraries also.

The secretary then read a letter from Mr. J. David Thompson, chief of the Division of documents in the Library of Congress, another member of the Committee on public documents, expressing his regret that he was unable to be present at the meeting. Mr. Thompson called attention to the fact that the Monthly list of state publications with its several subject indexes had involved a great deal more labor than was anticipated, as several of the states have been rendering but very little assistance. Mr. Thompson stated that although this Monthly list is now well started, largely through his constant personal attention, its continuance is likely to depend on the extent to which state librarians assist the Library of Congress by seeing that the Library of Congress receives all of the material issued by their respective state governments. This closer co-operation by the states is all the more necessary now that the preparation of the Monthly list must soon become a part of the routine work of the office.

On motion of Mr. Adam J. Strohm, librarian of the public library, Trenton, N. J., it was voted unanimously that we express our appreciation to the Librarian of Congress and the chief of Division of documents for the preparation and publication of the Monthly list of state publications and that we express the hope that the several states will send their documents promptly to the Librarian of Congress so that all the official documents issued by each state will be promptly included in the Monthly list of state publications, and also in order that the necessary Library of

Congress cards can be made directly from the documents themselves.

A roll-call by states was taken in which it was shown that a large number of states were represented. In every case the person answering from a state promised to do his utmost to assist in making the Monthly list of state publications as complete as possible so far as his particular state was concerned.

The last letter read by the secretary was from Mr. Lawrence J. Burpee, librarian of the Carnegie library, Ottawa, Canada, in which he proposed and advocated an extension of the distribution of United States public documents so as to include various libraries in the Dominion, and the extension of the distribution of Canadian public documents so as to include various libraries in the United States.

On motion of Mr. Hitt, of Washington, it was unanimously voted to endorse the following resolution, which was later adopted by the Council.

At a time when the advantages of reciprocity in trade have been recognized by the United States and Canada, it is appropriate that steps should be taken to bring about something in the nature of reciprocity in public documents, as the Government of the United States issues annually a large number of public documents that would be of service to Canadian public libraries; and similarly the Government of the Dominion of Canada issues many publications that would be of value in the United States:

**RESOLVED**, that representations be made to the two governments looking toward the adoption of some plan by which the Superintendent of Documents at Washington, or some other official, could be made an agent for the distribution of Canadian public documents to American libraries, and the King's Printer at Ottawa an agent for the distribution of United States public documents to Canadian libraries.

Adjourned.

## ATTENDANCE SUMMARIES

### By Position and Sex

	Men	Women	Total
Trustees .....	18	9	27
Commissioners .....	4	8	12
Chief Librarians .....	58	102	160
Assistants .....	23	251	274
Library Schools .....		2	2
Commercial Agents ....	8		8
Others .....	29	70	99
<b>Total .....</b>	<b>140</b>	<b>442</b>	<b>582</b>

### By Geographical Sections

5 of the 6 New England States sent....	30
4 " 5 North Atlantic States and Dist. of Col. sent.....	64
2 " 6 South-eastern States sent..	2
7 " 7 North Central States " ..	73
3 " 7 South Central States " ..	16
6 " 9 Western States " ..	20
4 " 8 Pacific States " ..	371
Canada .....	3
England .....	2
Russia .....	1
<b>Total .....</b>	<b>582</b>

### By states

Ala. ....	1	Ill. ....	32
Ariz. ....	1	Ind. ....	4
Ark. ....	2	Ia. ....	7
Cal. ....	332	Kas. ....	1
Col. ....	7	Me. ....	1
Conn. ....	1	Md. ....	1
D. of C. ....	6	Mass. ....	25
Ga. ....	1	Mich. ....	5

Minn. ....	11	S. C. ....	1
Mo. ....	13	Tex. ....	3
Neb. ....	5	Vt. ....	2
N. J. ....	2	Wash. ....	24
N. Y. ....	36	Wis. ....	5
N. D. ....	3	Canada ....	3
Ohio ....	9	England ....	2
Okla. ....	1	Russia ....	1
Ore. ....	14		
Pa. ....	19	<b>Total .....</b>	<b>582</b>
R. I. ....	1		

### By libraries

#### Libraries having five or more representatives:

Brooklyn Public L. ....	13
California State L. ....	16
California, University of, L. ....	13
Chicago Public L. ....	5
Denver Public L. ....	5
Leland Stanford Jr. University L. ....	8
Long Beach Public L. ....	8
Los Angeles Public L. ....	79
Minneapolis Public L. ....	5
Monrovia Public L. ....	5
Oakland Free L. ....	7
Pasadena Public L. ....	22
Pittsburgh, Carnegie L. ....	12
Pomona Public L. ....	5
Portland L. Association ....	7
Redlands, A. K. Smiley Public L. ....	5
Riverside Public L. ....	10
St. Louis Public L. ....	5
Seattle Public L. ....	11

## ATTENDANCE REGISTER

c prefixed to a name indicates Cripple Creek trip; y, Yosemite Valley trip.

Abbreviations: F., Free; P., Public; L., Library; ln., Librarian; asst., Assistant; trus., Trustee; ref., Reference; catlgr., Cataloger; Br., Branch; Sch., School.

- Aberdein, Ethel, asst. P. L., Riverside, Cal.  
y Adams, Amy W., asst. Br. Dept., P. L., Boston, Mass.  
Adams, Edna C., asst. Wis. State Hist. Soc. L., Madison, Wis.  
Adams, Jean, Anaheim, Cal.  
Ahern, Mary Elleen; Editor "Public Libraries," Chicago, Ill.  
Albers, Elise, training class P. L., Los Angeles, Cal.  
y Allen, Marina D., asst. P. L., Grand Rapids, Mich.  
Allin, Eugenia, organizer Illinois L. Extension Commission, Decatur, Ill.  
Allison, Harriet C., asst. catlgr. P. L., Seattle, Wash.  
Anderson, John R., bookseller, 67 Fifth Ave., New York City.  
Andrews, Clement W., ln. The John Crerar L., Chicago, Ill.  
Andrews, Jesselyn, asst. prin. catlg. dept., P. L., Los Angeles, Cal.  
Andrus, Gertrude E., supt. child. dept., P. L., Seattle, Wash.  
c y Antony, Grace, 27 E. 46th St., New York City.  
Armstrong, Miss J., Hollywood, Cal.  
Arries, Leo W., ln. East Pasadena Br., P. L., Pasadena, Cal.  
c y Auerbach, Mrs. A. M., Brooklyn, N. Y.  
c y Auerbach, Elsa L., asst. Montague Br., P. L., Brooklyn, N. Y.  
Babcock, Julia G., Los Angeles Academy, Los Angeles, Cal.  
Babcock, Nina, Pasadena, Cal.  
Bailey, Zita G., asst. P. L., Los Angeles, Cal.  
Baldwin, Clara F., sec'y Minnesota P. L. Commission, St. Paul, Minn.  
Bankson, Georgetta, asst. P. L., Los Angeles, Cal.  
Barker, Beatrice J., catlgr. Univ. of Oregon L., Eugene, Ore.  
Barmby, Miss M., county dept., F. L., Oakland, Cal.  
Barnes, Cornelia S., asst. P. L., Denver, Col.  
Barnett, Margaret Adelle, ln. F. P. L., Santa Rosa, Cal.  
Barnwell, W. J. E., asst. ln. P. L., Cincinnati, O.  
Barton, Edmund M., ln. emeritus, Am. Antiquarian Soc. L., Worcester, Mass.  
Barton, F. S., Long Beach, Cal.  
Bass, Harriet E., Philander Smith Coll., Little Rock, Ark.  
Bates, Mrs. Blanche, ln. P. L., Modesto, Cal.  
y Beale, Emily A., child. ln. Homewood Br., Carnegie L., Pittsburgh, Pa.  
Bean, Mary R., training class P. L., Los Angeles, Cal.  
Beckley, Anna McC., prin. ref. dept., P. L., Los Angeles, Cal.  
Beckley, Stella, prin. child. dept., P. L., Los Angeles, Cal.  
Bedinger, Sarah E., ln. Beale Memorial L., Bakersfield, Cal.  
Bell, Anna M., asst. P. L., Corona, Cal.  
Bell, Charles W., ex-officio trus. State L., Pasadena, Cal.  
Best, Charlotte S., asst. schools div., P. L., Seattle, Wash.  
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Bigley, Winifred H., asst. Univ. of California L., Berkeley, Cal.  
Birdsall, Mary J., ln. Dean Hobbs Blanchard Memorial L., Santa Paula, Cal.  
Blackwelder, Paul, asst. ln. P. L., St. Louis, Mo.  
Blanchard, Mrs. Anne L., shelf lister, State L., Sacramento, Cal.  
Blanchard, M. Gertrude, child. ln. Lawrenceville Br., Carnegie L., Pittsburgh, Pa.  
Blanchard, Sarah E., Santa Paula, Cal.  
Bonnett, Marguerite, ref. dept., Carnegie L., Pittsburgh, Pa.  
Bostwick, Arthur E., ln. P. L., St. Louis, Mo.

- y Bowker, R. R., editor "Library Journal," New York City.
- y Bowker, Mrs. R. R., New York City.
- Brittain, Caroline M., asst. P. L., Los Angeles, Cal.
- Broad, Mrs. Florence S., training class P. L., Los Angeles, Cal.
- Brooks, L. May, asst. in. Leland Stanford Jr. Univ. L., Stanford University, Cal.
- y Brown, Alice Harris, in. 125th St. Br., P. L., New York City.
- Brown, Charles H., asst. in. P. L., Brooklyn, N. Y.
- Brown, Charlotte M., in. Univ. of Southern California L., Los Angeles, Cal.
- Brown, Demarchus C., in. State L., Indianapolis, Ind.
- c y Brown, Gertrude L., asst. P. L., Evanston, Ill.
- Brown, Henry J., member firm B. F. Stevens & Brown, London, Eng.
- Brown, Margaret W., in. Traveling L. Iowa L. Commission, Des Moines, Ia.
- Brown, May, asst. P. L., Long Beach, Cal.
- Brown, Walter L., in. P. L., Buffalo, N. Y.
- Brown, Willie Elise, Chariton, Ia.
- Brown, Zaldee M., agent F. P. L. Commission, Boston, Mass.
- Browne, Miss Florence E., child. in. F. L., Oakland, Cal.
- Browne, Francis F., editor "The Dial," Chicago, Ill.
- Brownson, Gladys, in. Throop Polytechnic Inst. L., Pasadena, Cal.
- Brunson, Ella C., asst. P. L., Los Angeles, Cal.
- Buell, Frederick F., Troy, N. Y.
- Bumstead, Frank M., in charge Binding Dept., Univ. of California L., Berkeley, Cal.
- Burgess, Lizzie, P. L., Riverside, Cal.
- Burns, Agnes T., Monrovia, Cal.
- Burns, Anna R., asst. P. L., Los Angeles, Cal.
- Burpee, Lawrence J., in. Carnegie L., Ottawa, Ont.
- Burrell, Norma, in. P. L., Hanford, Cal.
- Cadmus, Laura, asst. P. L., Long Beach, Cal.
- Cady, Anna B., ex-in., Los Angeles, Cal.
- Campbell, Robert A., head leg. and municipal ref. dept., State L., Sacramento, Cal.
- Canright, Grace M., asst. P. L., Pasadena, Cal.
- Carnahan, H. L., trus. P. L., Riverside, Cal.
- Carr, Eunice, training class P. L., Los Angeles, Cal.
- Carr, Henry J., in. P. L., Scranton, Pa.
- Carr, Mrs. Henry J., Scranton, Pa.
- Carroll, Ethel, in. P. L., Oxnard, Cal.
- Carson, Jessie M., child. in. P. L., Tacoma, Wash.
- Carson, Mildred, Los Angeles, Cal.
- Carter, Mrs. C. W., trus., Grinnell, Ia.
- Carter, Nano, asst. P. L., Los Angeles, Cal.
- Cartter, Mabel G., training class P. L., Monrovia, Cal.
- Caruthers, Eleanor W., asst. ref. dept. P. L., Los Angeles, Cal.
- Carwyle, Eloise, asst. P. L., Los Angeles, Cal.
- Casey, Charlotte, in. City School L., Los Angeles, Cal.
- Caswell, Leona, asst. P. L., Pasadena, Cal.
- Chamberlain, Arthur Henry, Professor University of California, Berkeley, Cal.
- Chapin, Arlena M., in. A. K. Smiley P. L., Redlands, Cal.
- Chapin, Emma M., in. P. L., Geneseo, Ill.
- Chapman, Lila May, in. P. L., Birmingham, Ala.
- Chivers, Cedric, bookbinder, 911-13 Atlantic Ave., Brooklyn, N. Y.
- Clancey, Elma A., asst. P. L., Tacoma, Wash.
- Clark, A Loretta, asst. prin. catlg. dept. P. L., Los Angeles, Cal.
- Clark, George T., in. Leland Stanford Jr. Univ. L., Stanford University, Cal.
- Clegg, Lola, asst. San Pedro Br., P. L., Los Angeles, Cal.
- Cloud, Josephine P., supt. of Circulation, P. L., Minneapolis, Minn.
- Clowdsley, William F., in. P. L., Stockton, Cal.
- Cobb, Edith H., asst. F. P. L., New Bedford, Mass.
- Cole, Agnes M., ex-in., De Kalb, Ill.
- Coleman, Shirley M., asst. P. L., Los Angeles, Cal.
- c y Collins, Angela W., in. Memorial L., Rockland, Mass.
- Compton, Charles H., ref. in. P. L., Seattle, Wash.

- Conard, Jane, supervisor Carnegie Play-ground L., Pittsburgh, Pa.
- Conger, Dr. E. L., Pasadena, Cal.
- Cook, Flora C., Redlands, Cal.
- Cooley, Laura C., asst. prin. catlg. dept., P. L., Los Angeles, Cal.
- Cooper, Agnes B., Miami Univ. L., Oxford, Ohio.
- Cooper, Everett, in. P. L., Escondido, Cal.
- Cooper, May, in. P. L., San Rafael, Cal.
- Cordes, Hilda, asst. P. L., Los Angeles, Cal.
- Cory, Mabel W., asst. prin. fiction dept., P. L., Los Angeles, Cal.
- Coulter, Edith M., head periodical dept., Leland Stanford Jr. Univ. L., Stanford University, Cal.
- Courtright, Helen, asst. P. L., Long Beach, Cal.
- Craig, Agnes S., in. North Pasadena B., P. L., Pasadena, Cal.
- Craig, Anna M., asst. Kern Br., Beale Memorial L., Bakersfield, Cal.
- Criswell, Lois, Tacoma, Wash.
- Culver, Essae M., in. P. L., Salem, Ore.
- Curtis, Teresa, asst. P. L., Los Angeles, Cal.
- Cushing, Aileen, asst. P. L., Los Angeles, Cal.
- Danford, Alma J., Glendale, Cal.
- Daniels, Joseph F., in. P. L., Riverside, Cal.
- Darlow, Gertrude, prin. lit. dept., P. L., Los Angeles, Cal.
- Davis, Georgia S., asst. P. L., Grand Rapids, Mich.
- Davison, Mrs. Hannah P., in. P. L., San Diego, Cal.
- Degenhart, Bessie C., child. in. A. K. Smiley P. L., Redlands, Cal.
- Deming, Margaret, catlgr. P. L., Pasadena, Cal.
- DeMotte, Mary, ref. in. P. L., Pasadena, Cal.
- Dick, Jennie M., playground attendant, P. L., Los Angeles, Cal.
- Dickinson, Asa Don, in. State Coll. L., Pullman, Wash.
- Dickson, Lillian, Hemet, Cal.
- y Dill, Minnie A., catlgr. F. P. L., Decatur, Ill.
- Dills, Clara B., asst. P. L., Pomona, Cal.
- Dixon, Prof. James M., chrnm. lib. com., Univ. of Southern California, Los Angeles, Cal.
- Doan, Jean, asst. P. L., Los Angeles, Cal.
- Dorman, Fannie B., asst. P. L., Los Angeles, Cal.
- c y Dorsett, Ella C., Johnson, S. C.
- Doty, Ellileen D., asst. P. L., Pasadena, Cal.
- Douglas, Jessie M., asst. P. L., Pasadena, Cal.
- Douglass, Matthew H., in. Univ. of Oregon L., Eugene, Ore.
- Douglass, Mrs. Matthew H., Eugene, Ore.
- c y Downey, Mary E., organizer Ohio L. Commission, Columbus, O.
- Dowse, George J., managing director, Edw. G. Allen & Son, Ltd., London, Eng.
- Doyle, L. Gertrude, in. P. L., Vallejo, Cal.
- Dudgeon, Matthew S., sec'y Wisconsin F. L. Commission, Madison, Wis.
- Dudgeon, Mrs. Matthew S., Madison, Wis.
- Dudley, Charles R., P. L., Denver, Col.
- Dudley, Mary E., asst. P. L., Los Angeles, Cal.
- Duncan, Jessie L., Columbus, Ga.
- Dunn, Mabel S., in. Manual Arts High Sch. L., Los Angeles, Cal.
- Durst, Pearl, asst. L. Assoc., Portland, Ore.
- Eager, Sarah M., Pomona, Cal.
- c y Eastman, Linda A., vice-in. P. L., Cleveland, O.
- Eastman, Margaret, head order dept., State L., Sacramento, Cal.
- Eaton, Harriet L., in. State Normal Sch. L., Superior, Wis.
- Eddy, Harriet G., organizer State L., Sacramento, Cal.
- y Ekman, Ingegerd, Pratt Inst. L., Brooklyn, N. Y.
- Ellis, Myrtle M., asst. P. L., Pasadena, Cal.
- Ellis, Victoria, in. P. L., Long Beach, Cal.
- Enright, Anna, in. P. L., Colton, Cal.
- Evans, Mrs. Alice G., in. F. P. L., Decatur, Ill.
- Evans, Helen, first asst. P. L., Riverside, Cal.
- y Ewing, M. Belle, trus. F. P. L., Decatur, Ill.
- Fagge, Ethelwyn H., Los Angeles, Cal.
- Fairbank, Georgia M., Joshua Rhoads Mem. L., Jacksonville, Ill.
- Fargo, Elizabeth H., in. State Normal Sch. L., Los Angeles, Cal.
- Faulder, Mrs. Henrietta M., in. P. L., Covina, Cal.

- y Faxon, Mrs. Augusta C., Boston, Mass.  
 c y Faxon, Frederick W., manager L. dept.  
 Boston Book Co., Boston, Mass.  
 y Faxon, Mrs. Frederick W., Boston, Mass.  
 Fenton, Miss J. M., catlgr. F. L., Oakland,  
 Cal.  
 Ferguson, Milton J., asst. in. State L., Sac-  
 ramento, Cal.  
 Ferris, Katherine Post, 1327 Manhattan  
 Place, Los Angeles, Cal.  
 Field, Clara C., in. Madera County F. L.,  
 Madera, Cal.  
 Field, Kirke H., trus. A. K. Smiley P. L.,  
 Redlands, Cal.  
 Fifield, Winnifred F., 2355 W. 20th St., Los  
 Angeles, Cal.  
 Foote, Frances R., in. Occidental Coll. L.,  
 Los Angeles, Cal.  
 Forman, Phoebe H., P. L., Azusa, Cal.  
 Forst, Clara S., asst. P. L., Los Angeles,  
 Cal.  
 c Forsyth, Walter G., ref. asst. P. L., Bos-  
 ton, Mass.  
 c y Foss, Calvin W., ref in. P. L., Brooklyn,  
 N. Y.  
 Foster, Katherine, asst. Carnegie L., Pitts-  
 burgh, Pa.  
 Fox, Rev. D. F., D. D., Pasadena, Cal.  
 Foye, Bessie M., asst. P. L., Los Angeles,  
 Cal.  
 Freeman, Florence M., Pasadena, Cal.  
 c y Gardner, Mrs. C. B., Watertown, Mass.  
 Gatch, Ruth G., South Pasadena, Cal.  
 Giffen, George M., trus. P. L., Los Angeles,  
 Cal.  
 Gilbert, Edith M., asst. P. L., Los Angeles,  
 Cal.  
 Gilbert, Lucy B., asst. P. L., Minneapolis,  
 Minn.  
 Gillis, J. L., in. State L., Sacramento, Cal.  
 Glass, Rev. Joseph, trus. P. L., Los Angeles,  
 Cal.  
 Gleason, Celia, asst. in. P. L., Los Angeles,  
 Cal.  
 Gleason, Pearl, prin. fiction dept., P. L.,  
 Los Angeles, Cal.  
 Godard, George S., in. State L., Hartford,  
 Conn.  
 Goddard, Edward M., member Vt. Board L.  
 Commissioners, Montpelier, Vt.  
 Goodell, Helen, training class P. L., Los  
 Angeles, Cal.  
 Goodrich, Helen P., 474 Green St., Brook-  
 lyn, N. Y.  
 y Goodrich, Nathaniel L., in. Univ. of Texas  
 L., Austin, Tex.  
 y Goodrich, Mrs. N. L., Austin, Tex.  
 Goodwin, J. E., asst. in. Leland Stanford  
 Jr. University L., Stanford University,  
 Cal.  
 Goss, Edna L., asst. Univ. of California L.,  
 Berkeley, Cal.  
 Graff, U., University of California, Berke-  
 ley, Cal.  
 Grant, Mary, in. State Normal Sch. L.,  
 Winona, Minn.  
 Graves, Francis B., in. Mechanics-Mer-  
 cantile L., San Francisco, Cal.  
 c y Green, Samuel Swett, in. emeritus F. P.  
 L., Worcester, Mass.  
 Greene, Charles S., in. F. L., Oakland, Cal.  
 Gresham, Mrs. Violet M., asst. P. L., Long  
 Beach, Cal.  
 Guilwits, Nettle M., training class P. L., Los  
 Angeles, Cal.  
 Gulliver, Mrs. C. T., trus. P. L., Redondo  
 Beach, Cal.  
 Gunthorp, Pauline, head catlgr. Univ. of  
 California L., Berkeley, Cal.  
 Gwynn, William M., asst. Univ. of Cali-  
 fornia L., Berkeley, Cal.  
 Hackett, Irene A., in. F. P. L., New Castle,  
 Pa.  
 Hadden, Anne, in. P. L., Palo Alto, Cal.  
 Hadden, Elizabeth, asst. Leland Stanford  
 Jr. University L., Stanford University,  
 Cal.  
 Hadley, Chalmers, in. P. L., Denver, Col.  
 Hagey, E. Joanna, in. P. L., Cedar Rapids,  
 Ia.  
 Haines, Alice J., head documents dept.,  
 State L., Sacramento, Cal.  
 Haines, Elizabeth C., asst. extension dept  
 State L., Sacramento, Cal.  
 Haines, Helen E., ex-editor "Library Jov-  
 nal," Pasadena, Cal.  
 Haines, Jessie M., in. Solar Observatory  
 Mt. Wilson, Pasadena, Cal.  
 Haines, Mabel R., managing editor '  
 brary Journal," New York City.  
 Hall, Anna G., asst. catlgr. Leland f  
 ford Jr. Univ. L., Stanford Univer  
 Cal.  
 Halliday, A. S., South Vallejo, Cal.



- Hamilton, Eleanor F., asst. P. L., Los Angeles, Cal.
- Hart, Mary G., asst. P. L., Los Angeles, Cal.
- Hart, Veva L., training class P. L., Los Angeles, Cal.
- Hasbrouck, Mary K., P. L., Ogdensburg, N. Y.
- Hawley, Mary E., asst. catlgr. The John Crerar L., Chicago, Ill.
- Haynes, Faye R., asst. P. L., Monrovia, Cal.
- Heald, Mrs. B. M., P. L., Azusa, Cal.
- Hearne, Hazel B., asst. P. L., Long Beach, Cal.
- Hedrick, S. Blanche, in. Agric. Dept., University of Missouri L., Columbia, Mo.
- Hemans, Ida M., ref. dept., Carnegie L., Pittsburgh, Pa.
- Henry, W. E., in. Univ. of Washington L., Seattle, Wash.
- Henry, Mrs. W. E., Seattle, Wash.
- Herrman, Jennie, in. Tulare County F. L., Visalia, Cal.
- Hibbard, Ethel M., asst. Margaret Carnegie L., Mills College, Cal.
- Hieber, Mary, asst. P. L., Los Angeles, Cal.
- Hill, Ellyn T., in. P. L., Monrovia, Cal.
- y Hill, Frank P., in. P. L., Brooklyn, N. Y.
- y Hill, Mrs. Frank P., Beech St., Richmond Hill, N. Y.
- Hill, Mary L., training class P. L., Pasadena, Cal.
- Hillkowitz, Anna, child. in. P. L., Denver, Col.
- Hilton, Katherine M., asst. P. L., Los Angeles, Cal.
- Hirst, Mary J., catlgr. P. L., Cincinnati, O.
- Hitchler, Theresa, Supt. of cataloging, P. L., Brooklyn, N. Y.
- Hitt, J. M., in. State L., Olympia, Wash.
- Holmblad, Gertrude E., asst. San Pedro Br., P. L., Los Angeles, Cal.
- Hopper, Franklin F., in. P. L., Tacoma, Wash.
- Horgan, Georgia, asst. P. L., Los Angeles, Cal.
- y Howard, Clara E., in. Wylie Ave. Br., Carnegie L., Pittsburgh, Pa.
- cy Hubach, Charlotte J., asst. Bay Ridge Br., P. L., Brooklyn, N. Y.
- cy Hubbard, Anna G., order in. P. L., Cleveland, O.
- Hubbell, Jane P., in. P. L., Rockford, Ill.
- y Hume, Jessie F., in. Queens Borough P. L., Jamaica, N. Y.
- Humphrey, Guess, in. Neb. P. L. Commission, Lincoln, Neb.
- Humphrey, Jane, asst. P. L., Santa Ana, Cal.
- Humphreys, Antoinette M., in. Merced County F. L., Merced, Cal.
- Hunt, Katherine E., asst. L., Assn., Portland, Ore.
- Hunt, M. Louise, asst. in. L. Assoc., Portland, Ore.
- Hunt, May, in. Path. Lab., Whittier, Cal.
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**PAPERS AND PROCEEDINGS**  
**OF THE**  
**THIRTY-FOURTH ANNUAL**  
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**OF THE**  
**AMERICAN LIBRARY ASSOCIATION**

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# OTTAWA CONFERENCE

JUNE 26-JULY 2, 1912

## PRELIMINARY SESSION

(Wednesday evening, June 26, 1912,  
Russell Theatre)

The association convened in a preliminary session on Wednesday evening, June 26, with Dr. James W. Robertson, C. M. G., chairman of the Canadian royal commission on industrial training and technical education, presiding as acting chairman of the Ottawa local committee.

Hon. George H. Perley, acting prime minister of Canada, was introduced and welcomed the association to Canada on behalf of the Dominion government. The speaker called attention to the hundred years of peace between the two countries and the plans being formulated for celebrating it, and said that international conferences such as this were the best guarantees of peace; that the more we know of each other the less liable we were to get into trouble.

In Canada schools and libraries are growing apace, particularly in the new regions of the far west, very much the same as in the United States. Exchange of ideas as in this convention is the very best kind of reciprocity and will help both nations in their aims and aspirations for the good of civilization.

Comptroller E. H. Hinchey, the acting mayor of Ottawa, spoke the city's welcome, calling attention to Ottawa as a convention city and its growing claims for being considered the Washington of the North.

The association was graciously welcomed in behalf of the Women's Canadian Club of Ottawa by the president, Mrs. Adam Shortt, who also voiced the welcome from the Women's National Council of Canada. She said the preachers, the teachers, the writers and the librarians are four great standing armies, standing

to protect us and to dispel the hydra-headed enemy Ignorance, but that she thought of librarians as captains of individual garrisons scattered here and there through towns and cities, who are sending out emissaries among the people and moulding and forming the mental and moral fibre of each community.

The CHAIRMAN: The Women's Canadian historical society was most kind in pressing forward its desire to have this convention held here. The president, however, desires not to speak to-night.

I have now the pleasure of asking Hon. John G. Foster, United States Consul-General, to speak, as one of ourselves. He is a good citizen, and though of you, with us—we count him almost one of ourselves.

Mr. Foster said he could have assured that portion of the delegates who were his fellow countrymen and countrywomen that they would feel very much at home in this country, whose people, institutions and traditions are so similar to those of the United States.

The CHAIRMAN: Many other representative bodies joined in the effort to secure this meeting for Ottawa and are represented on the platform to-night, but the only other speaker who I shall ask to voice for them or for himself welcoming sentiments is the Hon. Martin Burrell, Minister of agriculture, and, if I may say in parenthesis, also Minister of copyrights, since that comes within his department.

Minister Burrell spoke enthusiastically of the value of books and the habit of good reading and the greater ease with which books could now be secured than formerly. Continuing he said:

"I have heard it said by some skeptical gentlemen that it is true that a librarian never reads a book; in fact, that he can-

not be a perfect librarian and read, because he is immediately lost. I do not like to hold that view. I rather hold to the view that the ordinary librarian, perhaps I should say the model librarian, should be a guide, philosopher and friend, and I do not doubt that many of you are very real guides, philosophers and friends to those who are seeking for perhaps they know not what and whom you can direct in right channels with incalculable good to their after life. It is absolutely true that in our modern life we need that guidance. I do not know that I could put it better than in the words of another great book lover, and good library lover too, our friend Robert Louis Stevenson of imperishable memory, who said once there was a sort of dead-alive, hackneyed people in the world who if they were not engaged in a conventional occupation were in a state of coma; that the few hours they did not dedicate to a furious toiling in the gold mill were an absolute blank. It is your high privilege to supply that blank; it is your priceless privilege to fill the hours of life which have to be a blank because we cannot train ourselves for them in this more material age,—to fill them up with a companionship and with an influence of the great thoughts of the great writers of all ages."

Concluding, he expressed his pleasure at the prospect of entertaining the delegates at the Experimental Farm on the following Saturday.

The CHAIRMAN: The real president of the Canadian Club found it impossible to be in Ottawa to-night, and I am the poor substitute for Dr. Otto J. Klotz, who has been a great pillar of strength in Ottawa to those who love books and use books. He deputed me to say that he was exceedingly sorry he could not meet so many old friends of his as would surely be in attendance, and still more sorry because he was deprived of the joy of thus paying a little more back to those who love books and use books for all that books and learning have done for him. He is one of our good men. I am sorry he is not here.

We are delighted to have a woman as your president; and in calling on Mrs. Elmendorf to respond may I say—this comes to me after meeting her yesterday and to-day—that she is altogether a woman of whom it may be said in relation to her office as president of the American Library Association, "thy gentleness has helped to make it great."

The PRESIDENT: Mr. Chairman, Ladies and Gentlemen, Members of the American Library Association,—I am sure that I but express what you are all feeling in saying that this royal welcome to the Dominion of Canada makes us not only happy but very much honored. Some members of the association are already at home in their own capital, being keepers of "kings' treasures" of Canada itself. Others of us are librarians from hither and yon in the country beyond the border, but we have all come with "joy and goodly gree" to sit in council in the very capital of the lovely land which is so loyally and affectionately

"Daughter in her Mother's house."

A small party of us came across the border, as William Morris's heroes are wont to move, "by night and cloud," and when we reached the boundary line a sudden inspiration took us and we stooped down and silently, gently gathered that boundary line in our hands and brought its firm lengths with us. I hold what might represent its shining links here in my hands. Therefore, while we visit here with you, in the very capital of the Dominion, while we hold that boundary line thus in our possession, from Boston Harbor down the coast through New York and Charleston to Key West, along the Gulf to New Orleans, across the great West to Pasadena, up the Pacific coast line to Seattle, from East to West, from North to South, there is no let or hindrance to the lines of influence which go forth. Those lines of influence run free without chance for knot or tangle or any such thing.

I hope you will not need to try whether

"the King's writ runs" but I am sure that you will find that Shakespeare reigns in our realm, that Tennyson and Bobby Burns touch our hearts in song, and he who writes the songs of a people need not care who writes their laws.

Just one small story and then I shall have finished, for thanks must needs be brief if they come from the heart, and there is one to come after who will say to you with grace and directness and clear precision much that I might envy but never approach.

My tall brother happened by good fortune to be in London Town the night that the great city went nearly wild in her glad rejoicing at the relief of Ladysmith. It was a sight to see and join in, and he and his wife went on such progress through the streets as a cab could make for them. In his hand, at the full length of his long arm, he waved from the front of the cab a Union Jack and a Stars and Stripes to indicate his sympathy and good feeling. All went well until in one of the many enforced pauses a rough chap jumped for his hand crying, "Aw, sir! One flag'll do!"

We are very happy to be here and are just a little happier to see by these beautiful draped banners that you have not felt that One flag need to do!

The CHAIRMAN: Those of us who have gone to Washington have sometimes thought we should revise our boyhood's interpretation of the New Jerusalem of the Book of Revelation. Nothing I had ever imagined from St. John's description was quite a match for the glory and magnificence of the beautiful Library of Congress. I have found it delightful to think of a nation of great wealth providing such a fitting home for its literary treasures. Books are the friends and ministers of the mind and the soul of the people. The Washington building is the expression in materials of their aspirations for what is best and most beautiful. It is a wonderful building, leaving impressions of wonder on the casual visitor, and still more on those who linger

in its chaste corridors and see something of the working of the library itself. I think of the sweet and stately beauty of the place, I think of the institution and its services, and I think also of the man who is more than a match for the magnificence of the home of those books. We will now hear from the man, Dr. HERBERT PUTNAM.

#### ADDRESS BY DR. PUTNAM

Our acknowledgments as visitors having now been made by the highest authority among us, it is not for the purpose of merely enlarging them that I am assigned a place upon the program. It is rather, I understand, with the view to an expression in behalf of the community of interest represented by this gathering as a whole; and some definition as to what we are, what we aim at, and wherein, if at all, we differ from our predecessors.

Our aim is in terms a simple one. It is to bring a book to a reader, to lead a reader to a book. The task may indeed vary in proportion as the book is obvious or obscure, the reader expert or a novice, so that our service may be as the shortest distance between two simple points; or as the readiest point between two distances. But its main and ultimate end is the same.

And it remains so in spite of organization grown elaborate, apparatus and mechanism grown complex. For the organization is merely to respond to a larger and more varied demand, and with a view to a more ample and diversified response.

What then is the difference between the library of today and the library of a few centuries—a single century—ago?—Is it merely in the development of this organization, the introduction of this apparatus and mechanism?—Is it to such matters that our efforts are directed?—Is it they which require incessant gatherings such as this for explanation, exploitation and discussion, and the innumerable reams of written contribution in our professional journals? They are indeed accountable for a large percentage of it: but back of

them, beneath them, is a change which is fundamental, a change in attitude which is essential as no mere form or method can be. It consists in the birth and development—not indeed of a new characteristic in either book or reader, or the discovery of new potencies in the one or new sensibilities in the other—but of a new sense of responsibility on the part of the library in the utilization of the one for the benefit of the other. It is an incident of democracy.

Now, so far as democracy means the participation of the community as a whole in the conduct of its affairs the *form* of it has existed with us in the United States for generations; and the substance of it has existed throughout the Anglo-Saxon world. But democracy ought to mean something more: it ought to mean the participation of every individual in its opportunities. And a constitution of society which still left the resources for power and intellectual direction in the hands of the few was in effect an aristocracy, and no complete democracy. Among these resources a chief is education. And the practical monopoly of education—and of books as an element in it—meant a monopoly of influence also,—a monopoly which survived after limitations of caste were removed and the opportunities for wealth became widely diffused. Against it the free public school, the easily available college, the cheaply procurable newspaper and magazine, and the free public library fought and are fighting their fight in the interest of the prerogative of the individual, in the endeavor to equip him as an independent and co-equal unit, so that the actual constitution of society shall accord with its political form, and indeed assure the efficiency and the permanence of the form.

So, having provided for the mass the interest has of late centred upon the individual.

Meantime, with the evolution from homogeneity to heterogeneity the individual himself has become more and more diversified in trait, aptitude and need; so that

the treatment of him by the agencies acting for the community as a whole has also had to become varied. Not merely that, but pursuing its responsibilities, to become affirmative, where before, so far as it existed, it was merely responsive.

Now the service of school and college furnishing definite instruction and perhaps training, to an organized body of youth, within a limited age, and under control, can be reasonably systematized and standardized. But the library is to furnish not merely education but enlightenment, and even culture, to the community at large—without respect to age, and without subordination to control. It cannot impose, it does not control. It may recommend, but it cannot direct. It must still respond to a need voluntarily expressed; but its duty is held to go further: it must remind that the need exists,—it must even inspire the need,—that is to say, the consciousness of it. In this way it is engaged in creating the very demand which later it seeks to satisfy.

Now this duty upon it accounts for the prodigious energy in the effort itself, and the activity and range of the discussion, which are the characteristics of the modern library movement, particularly in English speaking America. It accounts for the incessant repetition of explanation, of exhortation, of recited experience, which give to a present-day library conference something of the aspect of a revival meeting.

To librarians of the older school these are somewhat distasteful; to librarians of the more modern school already convinced and experienced, they may be tedious; but they seem necessary still for the enlightenment and encouragement of others newly entering upon the problem, of a public not yet fully familiar with the relations of it to their own welfare, and to the helpful solution of local problems where the idea meets conditions still impeding: for the field is vast and conditions are still very unequal.

The efforts, still inchoate, include also many devices which are crude and of

doubtful expediency: especially many designed chiefly to attract—in which the library seems to compete with other enterprises courting popularity in a way scarcely dignified for a public institution maintained by government. They shock the conservative in somewhat the same way as an advertisement by a lawyer or physician shocks the traditions of those reticent professions: and they include not merely schemes of advertising—which might seem to impair the dignity of the book, but auxiliaries for attracting attention such as savor of the devices of a business house in exploiting its goods. The ultimate aim is, of course, the commendation of the book itself,—and the justification lies—or is sought—in this. But the means,—well, the means often afflict the conservatives in the profession, and even cause uneasiness to certain of us among the progressives.

The compensating assurance is that they are the promptings of an enthusiasm in itself meritorious; that they are experiments; that they may prove to be expedients merely temporary, and that later they may be dispensed with after they have served their purpose. They are to rouse the dormant, stir the stagnant: but there are also other agencies at work to rouse and to stir; and the time may well come when the operation of these in combination will have achieved the creation of a spirit in the community safe to act upon its own initiative.

Apart from the portions of our programs devoted to the discussion of such methods and devices—which concern the direct action of a particular library upon its own constituents, is the portion—a large one—devoted to schemes of cooperation among our institutions as such in the interest of economy and therefore of efficiency—in their administration. These are necessarily technical, and their immediate interest is to the librarian rather than to the reader. But their ultimate benefit is to reach the reader,—particularly in freeing to his use a larger measure of the direct personal service of the administration, in

interpreting the collections to his need. In proportion as they succeed in this they will achieve a reversion to that service held precious in the library of the older type,—which, lacking the modern apparatus, and with an imperfect collection, at least put the reader into direct contact with what it had, and gave him also the inspiring personal touch with an enthusiast already saturated with its contents: and which accordingly sent him forth with a grateful glow, too little, alas! evident in one relegated to the mere mechanism of modern library practice.

The mechanism became inevitable: the increase of the collections, the increase of the constituency, the greater diversity of the need, and the demand that this should be met promptly, have required it. This isn't so apparent to the public, who think of the problem—of getting the right book to the individual reader—in only its simplest terms. But to us librarians it is not merely apparent but urgent. And accordingly we expend upon it a length and a zest of discussion that quite mystify the portions of our audiences outside of the craft.

What impels us is that the mechanism is not merely elaborate: it is expensive. It is the more so in proportion as it is variant in form and involves a multiplication of expense by each library acting independently in its own behalf. Our effort, and the purpose of our discussions, is therefore to promote a standardization of the form and a co-operative centralization of the work itself, in which our libraries as a whole may secure a participating benefit.

Now the mechanism consists of certain apparatus necessarily independent with each library—administrative records, charging systems, etc.; but also of classification, catalog and bibliography. All of these may be standardized,—but the opportunity for a co-operation which may save expense occurs chiefly in the three last named. The extravagance, the needless extravagance, of an absence of it represented by the old conditions was little

apparent to the general public or to boards of control. It becomes obvious when one considers that thousands of libraries receiving hundreds of identical books,—and hundreds of libraries receiving thousands of identical books—were each undertaking independently the expense of cataloging and classifying these: thus multiplying by exactly their number the total cost of the community. As against this, the economy of a system under which a particular book shall be cataloged—and perhaps classified—at some central point once for all, and the result made available in multiple form to all libraries receiving copies of it—needs only to be stated to be convincing. A condition of it is, in the case of classification, identity in the basic scheme and notation, in the case of catalog identity in the form, and uniformity in the practice. The general availability of bibliographic lists does not depend upon either, though convenience by both.

Identity in classification seems still remote, nor does the undoubted vogue of the Decimal scheme assure it: for this is chiefly among the smaller libraries. In the larger, the Decimal scheme, where adopted, is apt to be accompanied by variations of detail, which mean a variation in the place and symbol assigned to a particular book, and thus bar the general adoption of a decision in the classification of it made at any central bureau. So far as this variance affects the direct administration of a particular library it may be unimportant: for the arrangement of its own books upon its own shelves—provided this is based on a subject scheme, consistently carried out—may be sufficiently effective for its own purposes, even though purely individual with itself. What it implies, however, in multiplication of an expense that might be avoided by the adoption of an identical scheme, is of an import very serious. The construction of a scheme which should suit equally all libraries and all librarians is not to be expected. The best that can be hoped for is a scheme sound in its fundamentals and upon which the concessions of individual preference

necessary will be only as to detail. The reluctance—of librarians—to make such concessions is due, I think, to an exaggerated estimate of the importance of classification as such—that is to say, of the precise location of a particular book in a given collection; a failure to realize—what experience should have taught—that in many groups no location can be absolutely permanent, owing to changes in the literary output and in the subject relation of that group to the rest. This reluctance is, I fear, one of the conservatisms least creditable to the profession. It induces tenacity in adhesion to systems adopted, and it leads to the adoption of new systems devised to accord with supposed idiosyncrasies of a particular collection—or pursuant to the ingenious inventiveness of a particular librarian. I can express myself the more frankly because in this latter respect the Library of Congress has itself been a sinner;—and one not yet come to repentance. For at the outset of its problem it found the Decimal classification in considerable vogue, the Expansive in considerable favor. And it adopted neither, but proceeded to devise a scheme of its own. It did this out of declared necessity, with regard to its supposed interests; and considering those interests alone the results have seemed a justification. They are even being utilized in certain other institutions, and though not proffered as a model for general adoption, they render even now a general service in proving the economy of centralizing the process of classification, as well as that of cataloging, at some central point or points from which the decisions may radiate.

The general availability of a catalog entry depends of course upon uniformity in cataloging practice as well as identity in size and form of the card itself,—if the result takes the form of a card. Agreement in this has fortunately been rapid, and we have now in English speaking American a set of decisions, embodied in a code of rules—substantially accepted among our own libraries and even substantially acceptable to the libraries of



Great Britain. Between continental practice and our own variances still exist, and bar the complete interchange of results. One cannot doubt, however, that time will eradicate, or adjust these also.

Between bibliography as distinguished from classification and cataloging, there exist, however, no such impediments; and the centralization of bibliographic work—cooperation in it—is progressing apace.

The prospect is, therefore, fairly cheerful that librarians will be able in the near future to free themselves and their funds from undue attention to the mere mechanism of their craft, and more completely to devote their resources and personal service to the book as literature, and the reader as a human being.

The spirit for this is ardent. It is manifest in our two countries as nowhere else in like degree. As regards the reader it calls itself proudly "the missionary spirit"; it seeks him, appraises him, sympathizes with him, counsels him. It does not doubt its duty in this to be an affirmative one. But as regards the book itself it is not yet so decisive. For in the selection of what it is to offer it still concedes much to what is called the "popular taste"—which means the popular fancy of the moment, ignoring in doing so its prerogative as an "educational" institution to assert standards, and to abide by them. Its hope is to improve the taste itself; and the need of this—its appropriateness as a function of the library, and the means of effecting it—are to be a main feature of the program of this conference. They are justly so,—even though they are matters of concern chiefly for that type of library which is engaged in serving the public at large. It is, however, precisely that type of library with which also the duty should lie of representing the standards established by time, and the taste represented by the more refined rather than by the average instincts of the community. And as the temptation—to make concessions is also peculiarly theirs—the responsibility is particularly upon them, their librarians, their trustees, and the conservative in public opinion—

to assert this duty and to conform to it. The assertion of it may cause resentment; but this will prove merely individual; it is not likely to organize into formidable resistance. And in time it will become merely sporadic. It will tend to diminish in proportion as associations such as this, in conferences such as this, declare solidly for the authority of the library in such decisions—while clearly distinguishing it from any censorship of literature as such.

The temptation to court "popularity"—natural in institutions maintained at the public expense and therefore dependent upon the favor of city councils—has another phase which I hope may prove but transitory. It is in the exploitation of the service done by the books which are the "tools of trade" as against those making for general information, or general culture. The supposition is that the service of the first named is one which will convince certain important opinion as a "practical" service, and particularly that it will appeal to those who are just now insistent upon vocational studies as the studies to be given right of way in the education of youth. The temptation is the greater because the service of a book of this sort is a service whose results are readily demonstrable, it is concrete and objective;—while that of general literature is but subjective.

Its importance cannot be questioned, nor the duty of the library to perform it, nor the success of our public libraries in the actual performance of it. The only criticism might be lest in the emphasis upon it, our libraries may seem to underestimate, if not to disparage, that other service which in its ulterior benefit to the community may prove of even greater importance; that service which reminds the public that livelihood is not the main purpose of life, nor the present, the local and the particular, the only era, the only place, the only thing worthy of consideration and regard. The books which achieve this may have their greatest value in offsetting the tendencies of mere industry. This is not to say, however, that they may not advance industry itself; for though they

may not improve the mere dexterity of a particular individual in a profession, art or trade, they may aid to that sense of proportion, that larger view of a world-wide relation which will advance the art itself; and they cultivate the imagination which is the essential of modern industry in its larger relations.

As, therefore, our colleges still stand for the utility of the general studies even in a career looking to vocation, so our libraries may well stand for the utility of the general literature. Particularly is this duty upon them since the opportunity—in its relation to the community at large—is uniquely theirs: for no other agency—not even the museum, or the art gallery, or the theatre, the opera house, or the concert hall—potent as may be the influence of these—matches the book in power and availability in this service of quickening the sensibilities, refining the taste, enlarging the understanding, diversifying the experience, warming the heart and clarifying the soul.

And this service—understood everywhere—is nowhere—save perhaps in England—quite so completely followed into its consequences as in Canada and the United States. The conviction of it grounds our libraries upon a public opinion assuring permanent support; and inspires among individuals enthusiasm for gift and endowment. The greater, therefore, the responsibility of librarians and trustees to see to it that this conviction, this enthusiasm and the resources which they provide shall be so utilized as to effect not merely the most showy but the most substantial results.

And the responsibility should include not merely a zeal for the general reader, but a regard for the scholar: since a benefit to the general reader may end with himself, but a benefit to the scholar becomes amplified and diffused through him. He is not, be it understood, a class by himself. He includes the specialist whose vocation is research in a particular field; but he includes also the reader for whom research is but an avocation. He is the

unusual man, but he is also the usual man in his unusual moments. What is the conscious aim of the one may be the incidental achievement of the other—to advance knowledge. And the aid rendered by the library to either may be of a consequence to the community more far reaching than the mere diffusion of ascertained knowledge among a multitude of individuals.

If the effort of our libraries in this direction has not kept pace with their efforts in the others, the explanation is obvious in the emphasis necessary upon the others during the past fifty years. But the time has come when the obligation to the scholar should resume its due place—in our programs, as well as in our practice.

And with the resumption of that interest may we not hope for a recognition—a recognition—in our organizations also of that type which gave personality to the libraries of old?—I mean the type represented by the Panizzis, the Garnetts, the Winsors, Pooles, Cutters and Spoffords. For however indifferent such men may have been, or might be today, to the mere mechanism which of late we have been exalting, and which we must hold to be necessary under modern conditions, they succeeded in producing an atmosphere which had a potency of its own, which no mere mechanism can reproduce, and for which the zeal of routine personal service, however "missionary" in spirit, cannot be a substitute. For the mechanism gives the impression of intervening between the reader and the book; and the routine personal service falls from the very nature of its effort. The reader reached out to may be pleased and aided: but he loses the lesson and the penetrating suggestion afforded by the mere absorption of the oldtime librarian in the book itself. It was that which once took the visitor out of himself, away from affairs, and gave him touch with a different world, a sense of different values. Does he not miss it now? I think he does; and that, however he may respect the mere efficiency of the modern librarian, as administrator, his really af-

fectionate admiration turns back to the librarian of the old school whose soul was lifted above mere administration, or the method of the moment, or the manner of insistent service, and whose passionate regard was rather for the inside of a book than for the outside of a reader,—even the librarian to whom a reader seemed indeed but an interruption to an abstraction that was privileged.

I for one, should be sorry to think that this type has passed finally. There is need for it; there should be a place. I trust that it will be restored to us; and I deplore the influence upon the younger generation in our profession of referring to it with condescension if not with contempt.

"Our profession." I use the term because it is current. We have assumed it, and no one has challenged it. There are grounds on which it might, I suppose, be challenged. "The word implies," according to the Century Dictionary, "professed attainments in special knowledge, as distinguished from mere skill; a practical dealing with affairs, as distinguished from mere study or investigation; and an application of such knowledge to uses for others as a vocation, as distinguished from its pursuit for one's own purposes." The latter two requirements are certainly met: we are engaged in practical affairs, and to the use of others. But the "professed attainments in special knowledge, as distinguished from mere skill," while certainly represented in individuals among us, are not with us conditions of librarianship as a vocation or as an office, nor have we in America, as they have in Germany, the conventional preparation, the preliminary examination as to qualifications, and the license which by law or usage are requirements in the professions strictly so-called. A profession should imply uniform standards in such qualifications: but the qualifications of persons accepted among us for library posts of importance,—even among persons who have made notable successes in such posts, vary extraordinarily in both kind and degree. A profes-

sion should imply a certain homogeneity in ideals, methods and relations; while among us there is still a notable diversity. The modern library with its large establishment and organization, and the responsibility of large funds, has, like the modern university, created a demand in its administrators for the traits necessary in business rather than characteristic of the professions or expected of them. (This demand, and the vogue of woman in our work—a vogue which finds its completest recognition at this meeting—are indeed the most notable of recent phenomena affecting our personnel.) As yet the conventional training has not attracted a sufficiency of men and women with such traits to meet the need; nor has it, on the other hand, attracted a sufficient number of men and women grounded in special branches of the sciences and the arts to fill the positions in our research libraries which administer, and should interpret, the literature of these. The actual personnel of our association includes therefore the utmost diversity in trait, education and experience.

A considerable such diversity exists among teachers, and does not disentitle them to the claim of constituting a profession; and we are sometimes called educators. But we cannot claim to be, for we lack the didactic authority, purpose and method.

The final characteristic of a profession is its influence upon the community as such. Now, our lack of such an influence as a body is in part due to the lack of that homogeneity in ideal method and personnel—but in part also to the necessary limitations of our office. We are necessarily non-partisan. We are to furnish impartially the ammunition for both sides of every issue. The moment we become identified with a single side merely, we lose our influence and our authority. And it matters not whether the issue be political, or theological or economic or social. If it be scientific, or merely literary, we have more freedom, since the subject matter is more nearly academic and

less emotional. But even here we must avoid the charge of faddism. In a contest of morality we may indeed take side against the baser, because with this we have no influence and no need to court one. But there are today few moral issues clearly distinguishable as such in which there is need or temptation for us to engage.

The result of this neutrality is an attitude which to the world at large must seem somewhat colourless; but also a habit of mind which insensibly in itself becomes neutral. We are content to be observers. We avoid becoming contestants. Such characteristics do not go to the solidification of opinion in a profession, nor to the assertion of it in an aggressive way.

The sum total of all of which (observations upon us) is that in spite of our numbers, in spite of the momentous aggregate that our "establishment" represents, in spite of the assured place which it occupies in the community and the social system, we are at present, and in many ways must continue to be, an aggregate of individuals rather than a body politic. But even as the Devil's advocate I would not so conclude in a deprecatory sense, for we may find and show many reasons for complacency—and special opportunities for service—in the relations which this situation implies.

My original invitation was a large one: no less than to estimate the place of the library in English-speaking America. I have not attempted to comply with it: for it seemed too large for my fraction of this program. But as a theme it was enticing. And so would have been the reverse of it, —that is, the place of English-speaking America in the development of the library. That also will perhaps be worthy of treatment at some large opportunity. One particular aspect of it is suggested by a letter of Francis Lieber to General Halleck, fifty-seven years ago. It runs—

... "Have you laid the foundation of a great public library in California?

Your state, above all others, ought largely to provide public funds for a library,—say \$20,000 a year for the first five years, and then, permanently so much a year. We cannot do in our days without large public libraries, and libraries are quite as necessary as hospitals or armies. Libraries are the bridges over which Civilization travels from generation to generation and from country to country, bridges that span over the widest oceans; and California will yet be the buttress of the bridge over which encircling civilization will pass to Asia, whence it first came." . . . \*

If California may be such a buttress, what may we not propound of English-speaking America as a whole—from which through its universities and colleges occidental ideals and methods are already being transmitted to the Orient through the effective medium of students sent here for their education?

Such are some of the thoughts with which some of us at least approach this conference. They are thoughts, even if, as yet, only in part satisfactions. There is a satisfaction, however, which is dominant with those of us who come from over the border. It is that this conference is to be held on Canadian soil; and that here, with the broad welcome extended to us, with a common subject matter, and with purposes in connection with it that can awaken neither cavil nor suspicion, we are free to indulge in reciprocities that will be complete, mutual, and enduring.

Mr. Lawrence J. Burpee read the following telegram from the private secretary of the Duke of Connaught, which was received with hearty applause:

The Governor-General wishes meeting of American Library Association every success and His Royal Highness regrets exceedingly that it is impossible for him to be present at your annual meeting tomorrow.

Mr. BURPEE: Similar letters of regret have been received from the Right Honor-

[\*From "Life and letters of Francis Lieber." Edited by Thomas Sergeant Perry. Boston. 1882.]

able Prime Minister and several members of the cabinet and from Sir Wilfrid Laurier, and we are yet in hopes that Sir Wilfrid will be able to be with us on Dominion Day.

I have been asked by the Dominion Archivist and by the Director of the Victoria museum and the Custodian of the National gallery to extend to you a most hearty welcome to visit those institutions, and I have also been asked by the president of the Ottawa Electric Railway to say that the railway would like you to consider yourselves guests of the company while here, and that the A. L. A. button will identify us sufficiently.

The CHAIRMAN: The work of the local committee has been done largely by two men,—Dr. Otto Klotz and Mr. Lawrence J. Burpee,—and perhaps at a later session we will have occasion to give thanks to Mr. Burpee, who behind the scenes has made our official tasks come so lightly and so easily.

The secretary read a cablegram bearing greetings from the New Zealand Libraries Association, through the secretary, Mr. Herbert Baillie, librarian of the Wellington (N. Z.) public library.

Adjourned.

### FIRST GENERAL SESSION

(Russell Theatre, Thursday, June 27,  
9:30 a. m.)

The PRESIDENT: I have the honor to announce that the Thirty-fourth Annual Conference of the American Library Association is now open. It seems to me, with the welcome given us this morning, in the beautiful sunshiny weather, nearly as bright and genial as the welcome that we were given last night, we open under very happy auspices indeed, and I hope that when you hear the speakers as they shall take up the matters on the program, you will feel that the auspices have been very well carried out.

I shall have the pleasure to talk to you for a very few moments on the subject as printed on the program.

### PRESIDENT'S ADDRESS

The Public Library: "A Leaven'd and  
Prepared Choice"

Last evening's jesting pretense that the party from the States had stopped on the border and removed the boundary line to bring it with them here, into the very Canadian capital, was not quite all a jest. The American Library Association is itself a witness that though the boundary line firmly and clearly defines the limits of rule of the two countries in some great and essential things, some

"Glories of our blood and state," it need not, it does not, even divide, still less alienate, the two peoples.

It is one of the worthiest, most auspicious foundations of the American Library Association that it is, and has ever been, continental not national in its sympathy and membership. Within its circle "all who profess and call themselves" English-speaking may unite their best thought and their best endeavor for this important public service.

There are many fundamental library principles that are common to both countries and your Program Committee has intended to arrange the program and discussions to take account of these, leaving to other and minor meetings such things as are national or local in their bearing. The committee has wished to transcend all division by boundary lines. By so much the jest was fact.

The attempt has been made to stand away from detail of all sorts so far that it may be possible to see the library world as "a world" indeed, "a whole of parts," as a system of members, each member distinct yet, by virtue of the very peculiarities which constitute its distinctness, contributing to the unity of the whole.

We shall fail to see the library world thus, as a world, as a whole unless, amid the mass of facts, of experiences, of needs, of adaptations involved, we can finally discern and seize upon the true center, the truly dominant thing.

If we could once see the true center as the center, and the mass of detail taking ordered place about it; if we could once perceive the dominant that should surely rule, and lesser matters in due subjection to that rule, then from the obvious things ever before our eyes, and only too familiar, by that very familiarity made difficult to apprehend, the library might all at once appeal as an entity, as a clear conception. So the forest becomes visible to the artist's eyes, the forest, formed of trees, but never really seen until all at once in the vision of the forest the trees are lost to sight.

Some modes of thought, some phrases of expression which have been used are those which the philosopher has weighed and clarified for his own carefully measured statements. Do not smile at my temerity, and on the other hand do not be in the least alarmed. I ventured but a little way and you will not be called to go far into the philosopher's country under my lead. Even if one be no swimmer it is an experience to venture out, with careful balance, feeling for secure foothold upon the solid bed, even a little way into a mighty stream whose full mid-current would sweep over one's head. One gets, out of even so limited an adventure, a sense of the sweep of the river, feels the embrace and pull of the current, stoops to drink a little of the clear, bright, deep waters, ever thereafter to thirst for deeper draughts and to long for strength and mastery to plunge into and breast the full stream.

In trying to find warrant for my own thoughts and ordered and lucid statement for them, I have sought and consulted certain books and some of them were too hard for my full reading. I shall not further acknowledge my debt now but, once more departing from precedent, I shall list them for print at the end of the address.

In the wish to find the center or dominant of the library world it would be presumptuous for me to dogmatize and say "Lo here! this is the point," or "Behold! this is the principle." In the very

name of the institution which we are talking about there are two elements joined—Public, and Library—and it seems quite obviously proper to try the first as the center.

Perhaps the application which follows might repel some as narrow, as exclusive of any but a single type of libraries. The principle itself may, however, be made to apply to the entire library world by recognizing as "public" all libraries which are not private, and by defining public anew as applied to each group or type of libraries, always letting it include all those individuals for whose use and pleasure the library is maintained.

What does "public" signify in Canada and the United States? What but all the people of these two great experiments in democratic society? Pray note that I say society not government. An excursion into discussion of the latter might involve dabbling in the stream of politics which would threaten dangers far more imminent, for me, than philosophy promised. To consider democratic society for a few moments very simply is a less hazardous matter.

What is any society but "a world" again, a whole, in which the great thing that matters is the level and fullness of mind that is reached through the diversities of complete development and perfection of the individual members which compose it?

The level of value and happiness for the whole can only be raised by raising the condition of the individuals and, on the other hand, that individuality is the most complete, of most real, felt value to itself, which contributes to the perfection of the whole, because it is only thus that the individual is conscious of having done his utmost.

Why try to say it again when the philosopher has said it so exactly?

"What a man really cares about—so it seems to me—may be described as making the most of the trust he has received. He does not value himself as a detached and purely self-identical subject. He values himself as the inheritor of the gifts and surroundings which are focussed in him

and which it is his business to raise to their highest power. The attitude of the true noble, one in whom noblesse oblige is a simple example of what, *mutatis mutandis*, all men feel. The man is a representative, a trustee for the world, of certain powers and circumstances. And this cannot fail to be so. For suffering and privation are also opportunities. The question for him is how much he can make of them. This is the simple and primary point of view, and also, in the main, the true and fundamental one. It is not the bare personality or the separate destiny that occupies a healthy mind. It is the thing to be done, known and felt; in a word, the completeness of experience, his contribution to it, and his participation in it.

"At every point the web of experience is continuous; he cannot distinguish his part from that of others, and the more he realizes the continuity the less he cares about the separateness of the contribution to it. . . . It is impossible to overrate the co-operative element in experience."

Does it not appear then that the highest possible service to the public is service to the individual, in giving to the individual stimulus and opportunity for the fullest, most diverse, most perfect development, creating thus a world the more enriched, the more unified, in that each of its members has rich powers, functions and experience of his own?

But the crux is to come. A people, a society, is made up of individuals of diverse tastes and powers, but it includes very many who are far short of being fully alive to the powers which they may possess. If the span of such lives passes thus, if no stimulus, no illumination reaches them, life will be uninspired, unfruitful of much service, or much joy. It will not be life at its full, nor "the soul at its highest stretch."

It is not always afar from our own doors that such things happen. President Elliot says, "Do we not all know many people who seem to live in a mental vacuum—to whom, indeed, we have great difficulty in attributing immortality, because they have so little life except that of the body?"

From such conditions not only individuals but all society suffers. As a spot

of unnourished, inactive tissue in a human body is a host ready to receive any one of many forms of disease, so, in the body politic, individuals not fulfilling their utmost best are soil made ready for all manner of social and political ills.

The time may come when society will recognize that many social and political ills are partly caused by its own neglect, and call not for more restrictions, for more stringent laws and severer sentences, but rather for more carefully and universally given opportunity.

Listen once more to the philosopher.

"The more highly differentiated the individuals composing a society, the more complete becomes the social bond between them. A man who feels that he is rendering to the community a service at once indispensable and only to be performed by himself, will have come near to fulfilling his part in the highest attainable scheme of social harmony."

If this be true, then there seems clear warrant for saying that the community, for its own sake, has a vital interest in trying to secure for each individual the most effective opportunity not only for discovering what his distinct contribution may be made, but also for developing his power to render that contribution most completely.

Does the community anywhere concern itself to give such opportunities? Democratic society has recognized its necessity to give a certain amount of knowledge and training by means of its schools. It is beginning to make the experiment of giving a certain amount of skill to earn a livelihood. This teaching is done in classes and a class is made up of individuals of similar knowledge and attainments, and to them is given general and identical information which tends to produce like results. The community has need for unlikeness, for individuals who can render unique service.

The community can never decide what the special individual aptitude may be. No living soul can discover for another. The "power to become" is innate and must

make its own response to the stimulus which is capable of affecting it.

It is true that the universe is a great battery incessantly sending an infinity of calls of infinitely varied messages. But the receiving operator may be asleep, he may never come within range. The universe is very wide. The range of experience of all is narrow, of some pitifully narrow.

Because of lack of opportunity to see, to do, to know, to feel, it is not exaggeration to say that multitudes live a half-alive existence, never useful to their possible limit, never happy to their full, for happiness is "felt perfection."

From the beginning of time, some men have received their messages, found their work, given their service, lived life to the full and laid it down with a will. The record of these men and their accomplishment, of man's great adventure to find himself, has been written by many hands, and that record is literature.

Arnold says, "To know ourselves and the world we have, as a means to this end, to know the best that has been thought or said in the world," and "Literature may mean everything written or printed in a book."

The library is the reservoir of literature, a collection of books, but it is something more, it comes to have identity, a self of its own beyond the sum of all its books, when, by the fusing of the whole under the vital power of the minds that gather and order it, it becomes, in the Shakespearian phrase embodied in my title, "A leaven'd and preparéd choice."

The library is the one place where time and space are set at naught. It is the microcosm of the universe.

Here all the wonders of nature are flashed back from the mirrors of eyes that have beheld them.

Here India, and the Arctic and the isles of the sea are as close at hand as Niagara.

Here Archimedes' lever, Giotto's circle, Newton's apple, Palissy's furnace, Jacquard's loom, Jamie Watt's tea-kettle,

Franklin's kite are cheek by jowl with the last Marconigram.

Here the fate of Aristides, of Columbus, of Gordon is as clear to read as the doings of yesterday in Chicago.

The record of what happened at Thermopylæ, at Lucknow, at the Alamo receives beside it the tale of the courage that rose as the Titanic sank.

What Buddha and Socrates and Jesus taught answers the cry and strengthens the heart of doubt and pain to-day.

The library is the great whispering gallery of noble deeds and, catching a whisper,

"The youth replies, I can"

and goes forth.

The library is haunted with visions of beauty that Plato, that Michael Angelo, that Shelley saw—the youth exclaims "I see!" and follows his lure.

Here Clotho sits twirling her "thread-running spindle" and the youth, catching the clue, fares forth whither the fateful thread leads.

The library is almost never the goal but to many it may be the starting point whence they go forth "to strength and endeavor, love and sacrifice, the making and achievement of souls."

The public for whom the library exists has little conception or comprehension of its power. How shall such publicity as will give this knowledge of it be given?

Such publicity should make clear the larger aspects of the library's service, showing that the life of any society is "an indivisible inheritance" and the welfare of all made or marred by the condition and service of each one, therefore the library should be equipped to be universal in its appeal and service, a public necessity for individual use.

The public for whom the library exists gives it support insufficient for the task it should perform. If the library commanded respect would it not receive funds?

Books are the treasure to be gathered for its work. What shall be the principles



of buying? How create the "leaven'd and preparéd choice?"

Books are the medium of appeal, the stuff of human knowledge, experience and wisdom stored by means of the printed leaf. The extent to which each individual shares in the stored treasure of the race-mind, is, in its sum, the measure of public safety and happiness and the starting-point for service. How show, how make known the attraction and stored power of books?

Every individual must choose his own path. How leave him free to choose in a wide field?

Service, but not authority, must be at hand. What shall the tests of fitness for such service be?

The staff fit for such service must be of rare material and quality.

The members of the staff are instruments of the highest elaboration and most delicate adjustment. The requisite quality of service can only be rendered under fit conditions. It is not a matter of knowledge, conscience and will solely, it is a matter of these things plus insight, sympathy and response. Exhaustion, or an approach to it, discouragement from lack of appreciation, are like a ground wire for loss of power. Body, mind and spirit are all involved in this service. How conserve their strength, well-being and joy?

Unskilled people cannot render fit service. What are the things that matter in training? How far can training be effective.

These are the subjects that your Program Committee has thought it might interest all to consider. Certain leaders will discuss them, each according to his own will and way. In their wisdom and in that of the discussions with which you will follow them will lie all the value of this conference.

#### Books Consulted: A Short List

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Chesterton, G. K. *Manalive.* Lane. 1912.

Douglas, Robert. *The choice.* Macmillan. 1911.

Elliot, C. W. *The function of education in democratic society.* In his *Educational reform.* Century. 1908.

Goldmark, Josephine. *Fatigue and efficiency.* Charities Pub. Co. 1912.

Hobhouse, L. T. *The individual and the state.* In his *Social evolution and political theory.* Columbia Univ. Press. 1911.

—*Liberalism.* Holt. 1911.

Jones, Henry. *Idealism as a personal creed.* Macmillan. 1909.

—*Working faith of the social reformer.* Macmillan. 1910.

Macdonald, Greville. *The child's inheritance: its scientific and imaginative meaning.* Smith, Elder. 1910.

Mark, Thiselton. *The unfolding of personality as the chief aim of education.* Univ. of Chicago Press. 1911.

Sidis, Boris. *Philistine and genius.* Moffatt. 1911.

Woodberry, G. E. *The torch: eight lectures on race power in literature.* McClure. 1905.

The PRESIDENT: I have very great pleasure in presenting one who in truth needs no introduction to you; one who has not for some time appeared on our platform but whom I know you will all welcome with pleasure, Miss TESSA L. KELSO.

Miss Kelso, of the Baker and Taylor Co., New York City, spoke informally from notes only on the topic, "Publicity for the sake of information: the librarian's point of view," and has been unable to furnish a copy of her remarks for publication.

The PRESIDENT: I think you may have seen it mentioned once or twice in the course of your reading, that there was such a thing as the "Wisconsin idea." Now, I would not for a moment, having been born in that lovely state, have you get any notion that that "Wisconsin idea" is singular. We have therefore asked to come and talk to us this morn-

ing a gentleman who, those closest to him say, is a repository of "Wisconsin ideas," and I have great pleasure in introducing to you Mr. WILLIAM H. HATTON,—"Mr." Hatton by request, though he is ordinarily known in his own country as Senator Hatton.

**PUBLICITY FOR THE SAKE OF INFORMATION: THE PUBLIC'S POINT OF VIEW**

When man first discovered that his hands would respond to the command of his brain and that he could use a club to defend himself from his enemy, and that he could through combined mental and physical effort, react upon his environment, the gateway on the road to continuous progress was opened to mankind.

The potential power of man cannot be measured. The Creator, in so far as we are able to judge, has fixed no limits to man's progress. The only limitations are his lack of knowledge and his lack of power to discern the true relations of the forces which surround him.

Mankind is a social organism, not a collection of separate and independent parts. Where any part is neglected and fails to develop so as to discharge efficiently its function, the whole organization suffers. Therefore society is not only deeply interested in education during childhood and adolescence, but it is concerned in the education of man throughout his whole life. The public is as much concerned in the education of the man of forty years of age as it is in the education of the boy of five years. One of the chief functions of the state is to secure justice, equity and equality of opportunity. Dr. Lester F. Ward says, "There can be no equality, no justice, not to speak of equity, so long as society is composed of members, equally endowed by nature, a few of whom only possess the social heritage of truth and ideas resulting from laborious investigation and profound meditations of all past ages, while the mass are shut out from all the light that human achievement has shed upon the world."

What shall be done that this "light of human achievement" shall penetrate the cloud of ignorance and cause the lamp of wisdom to burn in every home? Your reply doubtless will be, "The formal training of the schools." Yes; that is a step in the right direction, but all will agree that the training of the schools is only and can be only a beginning, a learning how to acquire and assimilate knowledge and develop power. There must be other institutions and agencies which shall carry forward the work of education, if we are to have that continuous and universal development which is possible and desirable.

The library is peculiarly suited for this work and its power and future influence are not fully appreciated even by those engaged in library work. It is not necessary to say to this audience that the public library is an essential part of a complete educational system and that there should be harmony within the system.

The training in the schools should be such as shall make a beginning at least in the preparation for social life and social service, in the broad sense. The students should be shown that the library is a social mirror, a record of the social activities of mankind. If for any cause students leave school, they should be in such close relation to the library and be so familiar with library methods that they will be encouraged to continue studying; thus we shall find the book in the hand of the worker, the ideal condition, assisting him in solving his problems and opening to him visions of life of which he had never dreamed.

The school authorities should never overlook the fact that the average time which the individual student attends school is short; but be it short or long, pupils should be trained in the use of the library, and taught how to find in books answers to their questions. Questions which shall require students to go to the library should be regularly given them. In the higher grades and in the high schools emphasis should be placed on library work. Stu-

dents should not only be required to read certain specified books, as supplementary reading, but there should be regular assignments of topics for investigation, which will require them to use the library and other sources of information, thus training them in research methods and developing their power of original investigation. By this method their school work will become a living motive-force in their lives.

The colleges and universities offer a great number of courses. So many subjects are open for study that the most that can be done during the college years is to select a few and concentrate effort upon those selected and leave the great field of knowledge for future exploration and conquest. Therefore, if a student leaves college with high ideals and an ambition to explore still further the field of knowledge and develop his individuality, his immediate need is a good library. Therein is the crystallized wisdom of ages held in "magic preservation." Here he may find freedom for the development of his individuality and be able to increase his power to react on his environment, enabling him to find profit, pleasure and culture in the various activities of life.

But has he learned how to use the library? Let us take the testimony of Dr. Harper, former president of the University of Chicago. "It is pitiable," he said, "to find that many graduates of our very best colleges are unable, after taking up the more advanced work of the divinity school or other graduate courses, to make use of books. They find nothing; they do not know how to proceed in order to find anything. No more important, no more useful training can be given men in college than that which relates to the use of books. Why do so many men give up reading when they leave college? Because in college they have never learned the use of books."

This is the testimony of a man of wide experience. A college librarian should be a person of strong personality and broad culture, and the example of some of the

universities and colleges of making the librarian a member of the faculty should be followed by all colleges. The most important work for schools and colleges is to arouse in the students the spirit of research, train them in research methods, and develop their powers of independent investigation. Impress upon them the fact that education cannot be received but must be acquired, and that the acquisition of knowledge is a process co-extensive with life.

President Hibben of Princeton says, "It is the nature of education that it does not result in a complete and finished product, but rather a progressive process. There is nothing final about it. Its achievements always mark new beginnings. Education must always be defined in terms of life, of growth, of progress."

It will be readily seen that those who complete the regular courses of the schools, colleges and universities need the library. It is well known that the majority do not take advantage fully of the opportunities offered by the schools, but for various reasons they drop out all along the line. For these we need the library. We have a large immigration of adults from foreign lands. These people come here to make homes and to take part in our government. Self-government requires knowledge and understanding. Great questions are constantly arising which demand intelligent action. Ignorance, whether it be the ignorance of the rich or of the poor, is a menace. One of our grave social problems is the ignorance and indifference of the ostentatious rich. Rich in material things, but poor in the things which make life rich. They have not learned that every man owes a debt to society that can be paid only in service. Complex our social organization is and it is becoming more complex each year. Grave questions are before us for solution. The people in general have no adequate conception of the possibilities of the library, when properly organized, as an effective force for dealing with these conditions; and it is doubtful if the most optimistic librarians

appreciate what may be, and will be done in the future with this great instrument of education. A community without a public library lacks an essential of a well organized community.

Let us have in the library men and women of broad culture who have had special training in psychology and sociology, who are sincerely and sympathetically devoted to humanity. Let this great educational institution be directed by people of commanding power, trained for public service, who have entered the profession as a life work, salaries to correspond, with qualifications required and services rendered. We say services rendered because all service must be rendered before it can be measured. The library will thus become the center of intellectual activities of the community, a continuation school, a local university.

Society is under obligation to furnish every means possible for the development of human capacity. There is in the world latent talent and capacity beyond measure. For the development of this latent talent, society is in a measure responsible. If opportunity is offered, capacity will develop.

Great forces surround us pressing for admission to our lives, telephones, electric light, printing, anaesthesia, antiseptics, synthetic chemistry, wireless telegraphy, etc. These things have always been possible but the cloud of ignorance obscured man's vision, and kept him from realizing his power.

The degree to which a community discharges its obligation can be measured by the opportunities it offers for the development of the members of that community. To offer better opportunities for those who wish to continue their studies and to bring together those of like tastes and desires, let there be opened seminar rooms in the library building, or in other buildings which shall be under the control of the library authorities. To these seminar rooms bring students, from every walk of life, to study under competent direction and to investigate subjects in

which they are interested either from a material or cultural point of view. Only a small percentage of those who complete the high school course go to college. There should be provided graduate courses for the high school graduates, and other students of like qualifications in these seminar rooms, directed by the library staff. The school teachers and library staff can meet in these seminar rooms and discuss questions of common interest; and also pursue advanced studies. These rooms should be the centers for university extension work.

People can be brought together here for study and discussion of questions of citizenship, government, civic betterment, and all questions pertaining to social adjustment. Study groups can be formed for regular and systematic study under the direction of competent teachers. People of all ages can be brought together for study, which is impossible under our present system of education. In these groups the mature man and woman of high ideals will exert a powerful influence upon the young. Through this system regular and systematic reading under competent direction can be encouraged. Teachers and parents can meet in these seminar rooms and discuss school questions.

Continuation schools should be maintained. Bring the people from their vocations to these continuation schools; out of these schools organize classes for special work in the library seminar rooms; thus may be secured the union of instruction and practical application which make for increased efficiency, cultivates the whole man, and brightens his life.

John Stuart Mill said, "The business of life is an essential part of the practical education of a people without which book and school and instruction, though most necessary and salutary, does not suffice to qualify them for conduct and for adaptation of means to ends. Instruction is only one of the desiderata of mental improvement. Another indispensable, is vigorous exercise of active energies."

It matters not how highly we value the

formal training of the colleges we must never overlook the fact that a very large majority do not have the full benefit of such training. We must therefore deal with conditions as they exist. When we call to mind the names and careers of such men as Shakespeare, Benjamin Franklin, Hugh Miller, Herbert Spencer, Richard Baxter, Abraham Lincoln, Michael Faraday, Sir Humphrey Davey, Horace Greeley, Sir William Herschel, we come to realize that many of the brightest stars in the world's constellation have been cut and polished by forces other than the formal training of the schools. Wide is the field and great is the opportunity.

The question may be raised, "How shall we secure the money for this great work?" We are expending in the United States more than two-thirds of our national income for wars past and for military purposes, educating men to destroy. Let this fact come to the knowledge of our people and a demand will be made to cut down the appropriations for educating men to destroy and increase the appropriations for educating men to construct.

A hundred years of peaceful intercourse between two great nations, Canada and the United States, with over three thousand miles of boundary without a gunboat or a soldier, is the best answer to the militarist who would spend the money for instruments of destruction that should be used for instruments of construction.

How shall we bring to the knowledge of the people information relating to this great work? There are more than twenty millions of students in the schools of Canada and the United States. These students touch directly or indirectly every home. With libraries at various local centers correlated with the schools, we have what may be called the nervous system of education of these great nations. Through this system the people may be reached more uniformly and regularly than in any other way. Here is a great body of people seeking information coming into direct contact with the homes.

Therefore we put the schools in the

first place as a means of publicity for the sake of information. Let us bring the library and the schools into closer relation. Render service to mankind wherever mankind is. The best publicity is secured through services rendered. The patronage of the lawyer and physician depends largely on the quality of service rendered. The business man secures custom when he establishes a reputation for fair dealing. May not the library expect good measure of publicity from the reputation it has for real accomplishment? Study the problem, do things that are worth while. Bring the whole power of the organization to bear on the subject of social adjustment. This will lead to various fields of activity. Produce results which shall compel attention. Do things that will be considered news. Having done, having produced, do not hesitate to make known. Give your reports what the newspaper man calls the "news turn."

Every librarian should have training in psychology and sociology and should continue to study. Study man individually, in groups, in communities and mankind as a whole.

The PRESIDENT: The next in order will be the secretary's report.

#### SECRETARY'S REPORT

The close of another conference year finds the executive office still enjoying the hospitality of the Chicago public library in the commodious, convenient and well equipped rooms in the Chicago public library building. Heat, light and janitor service have also been supplied gratuitously as in previous years. The association has now held headquarters offices in Chicago for nearly three years and it is a pleasure for the secretary to report that the prospects for continuance and permanence of headquarters were never brighter than they are now. The income from membership fees is steadily increasing. In 1909 the amount raised from this source was \$4,557.50; in 1910, \$4,888.48; in 1911, \$5,325.46; and the receipts thus far for 1912 warrant us in hoping that the total

amount from membership fees will be at least \$6,200. While the finances of the association even yet do not permit us to do many things that are very much worth doing and which are in the legitimate field of activities, we seem gradually to be approaching the time when excursions can be made into new avenues.

Although the work of the headquarters office varies from day to day so that no two days are alike the year's work in the aggregate so closely resemble that for last year that much repetition of last year's report would be made if a detailed statement were presented. The routine work has of course been performed, such as editing the bulletin, attending to the correspondence, advertising for the publishing board and sale of its publications which in the last year has been the heaviest in its history, the payment of bills, the keeping of books, the printing of publications for the publishing board, with the attendant work of making contracts for printing and the reading of proof, the arrangements for the mid-winter meetings and the annual conference. The volume of this routine work has been very great and is still increasing so that often for days at a time there is little chance for doing anything else.

Since November 1, 1911, a record has been kept of mail sent out from the office. From November 1, to May 31, 1912, 11,818 pieces of first-class mail have been dispatched, or an average of about 67 pieces a day. In addition to this 15,794 pieces of circular matter were mailed either in the interest of the A. L. A. or its publishing board during the same period. No record of mail received has been kept but it runs from 50 to 70 letter a day, and frequently reaches 150 a day at certain seasons and on certain days of the week. Of course not all of this requires the personal attention of the secretary, a large share being orders for publications, or remittances for the same, payment of membership dues, and various inquiries, which are entirely handled by the office assistants. The headquarters office, however,

continues to be, we are pleased to say, a clearing house for general library information. The Chicago public and John Crerar libraries are frequently consulted by the secretary, and occasionally the Newberry and other libraries, and I desire to express at this time my hearty appreciation of the cordial assistance given me by the reference librarians of these various institutions. Thanks to their kind offices we have been able in most instances either to give the desired information or tell where it may be found. To those seeking advice regarding establishment of libraries, selection or purchase of books or policy of administration we have gladly helped so far as we were able but always make it a point to try to put the inquirer in touch with the library commission of his state or the state library. We have taken particular pleasure in corresponding with certain towns in New Mexico, Florida, Mississippi and Montana where a public library is either being organized or where a campaign to secure one is being conducted. Notwithstanding the systematic efforts of the various commissions to cover thoroughly the library work of their respective states many small libraries and library boards seem blissfully ignorant of the existence of such an institution as a state library commission, and we consider it no small service to be able to enlighten them on this point. The commissions, on the other hand, are constantly putting the small libraries in touch with the A. L. A. The state library commissions can always be counted on to co-operate with the A. L. A. to publish our news notes and notices regarding publications in their bulletins, to recommend membership and A. L. A. publications and to respond quickly and efficiently to any special call. This is thoroughly appreciated by the secretary and the executive office. During the past year the secretary has made several demands on the time of the secretaries of the various state library associations and has found response in most cases prompt, intelligent and willing.

The library interests of the country are making progress towards a harmony of effort that is good to see and that will bring its sure result in better and more intelligent service to the people.

We have endeavored to keep the value and importance of publicity steadily before us and have accomplished as much in this direction as time and funds permitted. Multigraphed articles have been sent out to about 175 of the leading papers of the country several times during the year and from marked copies sent to the office and from reports from librarians who have seen the articles in their local papers we know that these contributions have been pretty generally used. Several special articles on either the work of the A. L. A. or the Publishing Board have been written for particular papers. A publicity committee has, at the request of the secretary, recently been appointed in the hope of securing still greater publicity. The work of the executive office, however, does not lend itself to the making of "stories" interesting to those outside the profession. Nearly every live and up-to-date library, on the other hand, is every week living out experiences which, if written up in a breezy and popular style of which many of our library folk are masters, would make capital articles acceptable not only to the daily press but to the more exclusive magazines as well. It appears, therefore, that the executive office can perhaps best promote publicity for the profession, by urging the preparation of these contributions from the reference librarians, the children's librarians, the loan desk people, the municipal reference workers, these people who, as Kipling puts it, have

"lived more stories  
Than Zogbaum or I can invent."

The secretary has written four or five articles on the A. L. A. for various encyclopedias and year books, and has endeavored to get the association listed in all the leading reference almanacs and annuals. Lectures before library schools by the secretary regarding the A. L. A.

and its work, and official representation at the state meetings have also given publicity to the association.

During the past year twelve persons have received library appointments through recommendations of the secretary. This is a somewhat smaller number than the year before when about fifteen were helped to positions through the executive office. With two or three exceptions the secretary has made recommendations only when requested to do so.

The work of the publishing board occupies practically three-quarters of the time of the assistant secretary, at least half of the time of the stenographer and order assistant and probably a quarter of the time of the secretary. In consideration of this the publishing board appropriates \$2,000 a year to the operating expenses of the office. The work of the publishing board is heavier than ever before in its history; the receipts from sales for the calendar year 1911 being \$8,502.88, and for the first five months of 1912 \$6,090.16. Further notice of this feature of the work of the office can be found in the report of the A. L. A. publishing board presented in print at this conference.

The secretary wishes here to commend most heartily the faithful services of his fellow-workers at the executive office, Miss Clara A. Simms and Miss Gwendolyn I. Brigham. Their capable and willing service has been a large factor in the work of the association and its publishing board and without such intelligence and loyal help the results of the year could not have been attained. For the active co-operation and good will of the officers and other members of the executive board the secretary is deeply grateful. It has been a pleasure to work under such congenial conditions.

**Membership**—There are more members in the A. L. A. at the present time than ever before in the history of the association. The secretary has conducted as vigorously as possible a steady campaign for new members, this work not only being the duty of the office but directly in

line with the conviction of the secretary who has recommended membership in the national association to all library workers in the earnest belief that this action is fully as beneficial to the individual as to the association.

When the January membership bills were mailed we enclosed in each envelope an appeal for the member addressed to secure at least one new member for the association. This resulted directly in the addition of over one hundred new members and the secretary wishes to take this opportunity to thank most sincerely and heartily those members who aided in this work. Besides the pleasure of securing these new members it was gratifying to feel that so many old members took such practical interest in aiding the association. In April membership appeals were sent to 1854 members of state library associations who were not members of the A. L. A. This has resulted in a fair increase of membership. In December the secretary sent letters requesting membership to 232 library people who had, according to the news columns of library periodicals, recently changed their positions assumably for the better. In addition to these more or less impersonal appeals the secretary has written a large number of personal letters to those with whom he is either personally acquainted or else with whom he has conducted an office correspondence. As in all other lines of business it is this personal appeal that has been the most effective and has brought the largest percentage of returns.

When the 1911 Handbook went to press last August there were 2046 members in the A. L. A. Of this number 13 have since died and 26 have resigned. Since last August 351 new members have been received making the present total net membership 2,358. Assuming that the usual number, or about 150 persons, will discontinue their membership this summer the net membership in the 1912 Handbook will be approximately 2,208. Of the present total membership 332 are library

or institutional members, 24 of whom have joined since last August.

**A. L. A. Representatives at Other Conferences**—The practice of having an officer or officially appointed delegate represent the association at the state library association meetings has been followed the past year with success fully equal to that in previous years. Since the Pasadena conference there have been 39 state or provincial library meetings, and a speaker representing the A. L. A. has been present at 16 of these. The A. L. A. at present has too small a budget to meet the traveling expenses of these speakers, which have been met either by the state association or by the delegates personally.

The joint conference of Michigan and Ohio at Cedar Point, Ohio, Sept. 2-8, was attended by Mrs. H. L. Elmendorf, president of the American library association, who delivered an address on "Joy Reading," and by the secretary, who spoke informally on the work of the A. L. A. The New York state meeting in New York City, Sept. 25-30, was also attended by both the president and secretary, Mrs. Elmendorf giving her address on "Joy Reading," and the secretary speaking on "What the American Library Association Stands For."

Mrs. Elmendorf was the official delegate to the Keystone State library association meeting at Saegertown, Pa., Oct. 19-21, giving an address on "Joy Reading;" at the District of Columbia library association conference, at Washington, November 8, where she gave a talk on some of the recent books; and at the New York state teachers' association meeting at Albany, Nov. 27-29, speaking on the subject, "School and library co-operation; a concrete example and a little theory."

Mr. J. I. Wyer, Jr., represented the A. L. A. at the state meetings of Iowa, at Mason City, Oct. 10-12; of Illinois, at Joliet, Oct. 11-13; and of Missouri at Hannibal, Oct. 18-19; delivering at each meeting an address on the subject, "What Americans Read."

Mr. Chalmers Hadley, librarian of the



Denver public library, and ex-secretary of the A. L. A., was the representative of the American library association at the meeting of the Pacific northwest library association, at Victoria, B. C., Sept. 4-6, giving an address on "The Library and the Community."

The secretary attended the Minnesota meeting, at Lake Minnetonka, Sept. 20-22, the Nebraska meeting at Omaha, Oct. 18-19, and the North Dakota state meeting at Jamestown, Oct. 20-21, giving at each conference an address on "Reaching the People." He also gave an address at the joint session of the Indiana library association and the Indiana library trustees' association, at Indianapolis, Nov. 8th, on "The Legal and Moral Requirements of a Library Trustee."

Dr. Arthur E. Bostwick, librarian of the St. Louis public library, and ex-president of the A. L. A., was the principal out-of-state speaker at the Alabama library association conference, at Tuscaloosa, and at the State University, November 21, 22 and 23. Dr. Bostwick gave two addresses; the first on "The Companionship of Books;" and the second on "The Message of the Library."

Miss Clara F. Baldwin, secretary of the Minnesota public library commission, attended, as A. L. A. delegate, the joint meeting of the Montana state teachers' association and Montana library association, at Great Falls, December 27-29, 1911, and spoke on "The work of a library commission."

Dr. Reuben G. Thwaites, secretary of the Wisconsin State Historical Society, and an ex-president of the A. L. A., officially represented the association at the inauguration of Dr. George E. Vincent, as president of the University of Minnesota, October 18.

Mr. Carl B. Roden, of the Chicago public library, and treasurer of the A. L. A., represented the association and gave an address on "The library as a paying investment," at the Wisconsin library asso-

ciation meeting at Janesville, February 21-23.

The secretary has lectured during the year before the Iowa summer library school, the New York public library school, and the University of Illinois library school. He also addressed the summer library conference at Madison, Wisconsin, on the work of the A. L. A.

**Changes in Officers and Committees—**Following his election as first vice-president, Mr. Henry E. Legler resigned as non-official member of the executive board and Miss Alice S. Tyler was elected by the board to fill the unexpired term ending in 1912.

Mr. Harrison W. Craver was unable to accept re-appointment as chairman of committee on library administration and Dr. Arthur E. Bostwick was appointed in his place.

Miss Margaret W. Brown resigned from the committee on bookbinding and Miss Rose G. Murray was appointed to succeed her.

**Necrology—**The association has lost heavily by death during the past year. Our losses include the senior ex-president of the association, who was a life member, two other life members, and several who were, by their regular attendance through many years, familiar figures at our annual conferences. In all 13 members and 4 former members have passed away since we last met in conference. The roll is as follows:

Emma Helen Blair, for several years a member of the staff of the Wisconsin State Historical Library, died September 26, 1911. Miss Blair had performed valuable and important work as an editor and professional indexer, assisting among other things in editing "Jesuit Relations" and the long series of historical documents in Spanish entitled "The Philippine Islands." She had been a member of the A. L. A. continuously since 1896 (No. 1524), and attended the conferences of 1896, 1900 and 1904. See Library Journal, 36:603.

Isaac S. Bradley, for many years librarian and assistant superintendent of the

Wisconsin State Historical Society, died April 22, 1912. He joined the A. L. A. in 1890, (No. 790) and had taken great interest in the work of the association. Few faces were more familiar at the conferences than his, as he attended sixteen of the annual meetings, those of 1890, '92, '93, '95, '96, '97, '98, '99, 1900, '01, '02, '03, '04, '06, '07 and '08.

Frederick Morgan Crunden, senior ex-president of the A. L. A., life member, and librarian of the St. Louis public library, from 1877 to 1909, died October 28, 1911. He was president of the A. L. A. 1889-90, presiding over the Fabyans conference of the latter year, and vice-president of the International Library Conference at London in 1897. He joined the A. L. A. in 1878 (No. 129) and became a life member about 1889. To record Mr. Crunden's services to the American library world and to the A. L. A. would be practically to give a history of the association for the past 30 years. He participated in many programs and conference discussions and was one of the best known and beloved of American librarians. Mr. Crunden attended the conferences of 1883 and 1886 to 1905 inclusive, twenty in all, without an absence, except at the San Francisco conference of 1891. He also attended the London international conference in 1897. See A. L. A. Bulletin 6:3; Library Journal, 33:569-70; Public Libraries, 16:436-38.

Irene Gibson, chief assistant in the publication section of the Library of Congress, died July 9, 1911. She joined the association in 1893 (No. 1114), and became a life member in 1910. She attended the conferences of 1893, '97, 1903, '08, '10. See Library Journal, 36:439.

Jessie Sherburne Gile, assistant in charge of the work with schools in the public library of Haverhill, Mass., died October 22, 1911. She joined the A. L. A. in 1902, (No. 2555), and attended the conferences of 1902 and '06.

David L. Kingsbury, assistant librarian of the Minnesota Historical Society of St. Paul, died January 24, 1912. He joined the A. L. A. in 1904 (No. 3079), and at-

tended the conferences of 1904, '08 and '11.

Mrs. Evelyn N. Lane, head of the circulating department of the Springfield (Mass.) City Library, died August 30, 1911. She had been a member of the A. L. A. since 1902 (No. 2454), but so far as recorded attended only the conference of that year.

Robbins Little, for twenty years superintendent of the Astor Library, New York City, died April 13, 1912. He joined the A. L. A. in 1880 (No. 389), and later became a life member. So far as recorded he attended none of the conferences.

Stella Lucas, librarian of the Tainter Memorial Library of Menominee, Wis., died July 30, 1911. She joined the A. L. A. in 1901 (No. 2252), and attended the conferences in 1901, '05 and '08.

Adolph L. Peck, librarian of the Gloversville (N. Y.) Free Library since its foundation in 1880, died October 9, 1911. He joined the A. L. A. in 1883 (No. 466), and was a familiar figure at the annual conferences, having attended those of 1883, '85, '86, '87, '90, '92, '93, '94, '96, '98, 1900 and 1906.

Mrs. Minerva A. Sanders, for many years librarian of the Deborah Cook Sayles Memorial Library, Pawtucket, R. I., died March 20, 1912. Although Mrs. Sanders was an enthusiastic attendant on A. L. A. conferences she never personally joined the association, but was officially entitled to a seat in the conferences by virtue of the institutional membership of her library. She had attended fifteen conferences and was well known to the veterans of the association, who well remember her early advocacy of open shelves and work for children.

L. W. Sicotte, president of the Numismatic and Antiquarian Society, of Montreal, died September 5, 1911. He joined the A. L. A. in 1900 (No. 1947). So far as recorded he attended only the conference of 1900 held in his home city.

T. Gullford Smith, of Buffalo, regent of the University of the State of New York, died Feb. 20, 1912. He had been a member of the A. L. A. continuously since 1893

(No. 1193), and attended the conferences of 1897 and 1903.

The following persons at various times were members of the association but were not at the time of their death:

Zu Adams, for many years connected with the Kansas State Historical Society, died April, 1911. She was a member of the A. L. A. for the year 1904 (No. 3203), and attended the St. Louis conference.

Caroline A. Farley, formerly librarian of Radcliffe College, Cambridge, Mass., died March 14, 1912. She joined the association in 1896 (No. 1394), and was a member continuously until 1909. So far as recorded she attended none of the conferences.

Stephen B. Griswold, for many years law

librarian of the New York state library, died May 4, 1912. He joined the A. L. A. in 1892 (No. 943), and remained a member until 1904. So far as recorded he attended no conferences.

William E. Parker, treasurer of Library Bureau, Cambridge, Mass., died November 2, 1911. He was a member of the A. L. A. continuously from 1889 (No. 757), to 1909, and was secretary of the association in 1890. He attended the conferences of 1889, '90 and '96.

The secretary's report was accepted on motion of Mr. J. I. Wyer, Jr., seconded by Dr. C. W. Andrews.

The treasurer's report which had been previously printed, was read by title, and accepted.

### AMERICAN LIBRARY ASSOCIATION

#### Report of the Treasurer, Jan. 1st to May 31st, 1912.

##### Receipts

Balance, Union Trust Company, Chicago, January 1, 1912.....	\$2,005.66	
Trustees Endowment Fund Interest .....	175.00	
Trustees Carnegie Fund Interest .....	1,524.33	
George B. Utley, Headquarters collections .....	4,815.50	
A. L. A. Publishing Board, Installment on Hdqrs. expense ....	1,000.00	
Interest on bank balance Jan. to May .....	17.34	<u>\$9,537.83</u>

##### Expenditures

#### Checks No. 28-32 (Vouchers No. 437-505)

##### Distributed as follows:

Bulletin .....	\$ 187.90
Conference .....	15.50
Committees .....	54.17
Headquarters:	
Salaries.....	2,103.10
Miscellaneous.....	308.33
Trustees Endowment Fund (Life mem.) .....	150.00
A. L. A. Pub. Bd. Carnegie Fund interest .....	1,524.33

Balance Union Trust Company, June 1, 1912.....	<u>\$5,194.50</u>
George B. Utley, National Bank of Republic .....	<u>250.00</u>

Total balance ..... \$5,444.50

Respectfully submitted,

C. B. RODEN, Treasurer.

Chicago, June 1, 1912.

The following report of the finance committee was read by Dr. C. W. Andrews, chairman, and accepted.

#### REPORT OF FINANCE COMMITTEE.

To the American Library Association:

In accordance with the provisions of the

constitution the finance committee submit the following report:

They have duly considered the probable income of the association for the current year and have estimated it at \$19,450, and have approved appropriations made by the Executive Board to that amount. The de-

tails of the estimated income and of the appropriations are given in the January number of the Bulletin. The committee have also approved the appropriation to the use of the Publishing Board to any excess of sales over the amount estimated. The receipts and expenditures of the Publishing Board have been included in the figures given, so that they now exhibit the total financial resources and expenditures of the association.

On behalf of the committee the chairman has audited the accounts of the treasurer and of the secretary as assistant treasurer. He has found that the receipts as stated by the treasurer agree with the transfer checks from the assistant treasurer, and with the cash accounts of the latter. The expenditures as stated are accounted for by properly approved vouchers. The bank balance and petty cash, as stated, agree with the bank books and petty cash balances. The accounts of the assistant treasurer have been found correct as cash accounts.

On behalf of the committee Mr. E. H. Anderson has examined the accounts of the trustees for 1911, has checked the securities now in their custody, and certifies to the correctness of the figures, to the bonds on hand, and the balance in bank. He finds that at par value the bonds and securities amount to \$102,500 for the Carnegie fund, and \$7,000 for the Principal account.

He has examined the vouchers for the amounts transmitted to the treasurer and has compared the reports of the treasurer and trustees in regard to the number of new life memberships. He certifies that to the best of his knowledge and belief all of the accounts as submitted to him are correct.

All of which is respectfully submitted for the committee.

CLEMENT W. ANDREWS, Chairman.

The following reports which had been previously printed, were read by title and accepted.

## A. L. A. PUBLISHING BOARD

With the issuance of the A. L. A. Catalog, 1904-11, which is now in press, the Publishing Board practically completes an important group of bibliographical aids which has been in process of compilation or publication during the past five years. The chief publications embrace the following:

A. L. A. Catalog, 1904-11, to be issued in 1912.

List of subject headings for use in dictionary catalogs, 3d edition revised by Mary Josephine Briggs. 1911.

Small library buildings; a collection of plans with introduction and notes by Cornelia Marvin. 1908.

Guide to the study and use of reference books, by Alice B. Kroeger. 1908.

Supplement to the above, compiled by Isadore G. Mudge. 1911.

Foreign book lists, embracing to date German, French, Hungarian, Norwegian and Danish, and Swedish.

550 Children's books; a purchase list for public libraries, by Harriet H. Stanley. 1910.

Selected list of music and books about music for public libraries, by Louisa M. Hooper. 1909.

Hints to small libraries, by Mary W. Plummer, 4th edition. 1911.

This list does not include a number of new tracts and handbooks, nor the tentative chapters of an A. L. A. Manual of library economy which it is proposed upon completion to assemble in book form. An index to annual library reports, which is well under way, will probably be put into type before the expiration of the calendar year. In addition, during the quinquennial period now closing, the Board has been instrumental in securing the publication of the following important bibliographical aids bearing the imprints of other organizations: Index of economic material in documents of the states of the United States, prepared by Adelaide R. Hasse; A. L. A. Portrait index, edited by W. C. Lane and Nina E. Browne.

New chapters of the Manual of library economy are noted in another paragraph.

Directions for the librarian of a small library (3000 copies), by Zaidee Brown was reprinted for the League of library commissions from the type used by the Free public library commission of Massachusetts.

The library and social movements; a list of material obtainable free or at small expense (1250 copies), compiled by Ono Mary Imhoff, of the Wisconsin free library commission, was reprinted for the League from the type used for the edition of the Wisconsin free library commission.

Subject index to vol. 7 of the A. L. A. Booklist (2500 copies) was printed in June, 1911. Although proportionately valuable to vols. 1-6 the sale has been very unsatisfactory and is not an encouragement to prepare future yearly indexes.

During the past year the following publications have been reprinted: A. L. A. Index to general literature, edited by W. I. Fletcher, 1905 edition (500 copies); Cataloging for small libraries, by Theresa Hitchler (Handbook No. 2) (1000 copies); Binding for small libraries, compiled by the A. L. A. Committee on Bookbinding (Handbook No. 5) (1500 copies); Guide to reference books, by Alice B. Kroeger (1000 copies); and Cutter's Notes from the art section of a library (Tract No. 5) (1000 copies). A new edition of Miss Stearns' Essential in library administration (2000 copies) is now in press. It has been brought up to date by the author.

Publications out of Print—Several publications for which plates were not made have recently become out of print. Magazines for the small library, by Katharine MacDonald Jones, and Graded list of stories for reading aloud, by Harriot E. Hassler were both League publications which had been turned over to the Board. There is a steady demand for them and they should be either brought up to date and reprinted or something else issued on the same subject.

**Questions of Policy**—The work now nearing an end has engaged the attention and absorbed the resources of the Publishing Board to an extent that precluded entry into new fields calling for large expenditures. The editorial work involved in the compilation of the third edition of Subject headings, extending over a period of several years, and the editorial expenses incident to the publication of the A. L. A. Booklist have practically exhausted the current funds available for such service. Beginning with the new fiscal year, the funds derived from sales will doubtless care for all outstanding obligations, and the income from the Carnegie endowment can be devoted to maintain and to further strengthen the Booklist, and to undertake new enterprises.

Out of the great labor involved, and time required in the preparation of Subject headings, and of the A. L. A. Catalog, has developed the suggestion that work for new editions of the former compilation should be continuous, and that the Booklist bears a logical relationship to the A. L. A. Catalog. While the members of the Publishing Board are not fully prepared at this time to urge a definite permanent policy in this connection, an interesting suggestion comes from Mrs. Elmendorf, which well merits consideration in having an important bearing on future development. Her suggestion, in her own words, is this:

"Would it not be well to consider the publication of the A. L. A. Catalog in loose-leaf form on something the same principle as Nelson's Cyclopedia? Different parts of it might then be revised from time to time and the parts or pages might be for sale separately.

"It could be so printed that the pages might be mounted and arranged in a vertical file, headings being suggested at the bottom for arrangement as any library preferred, in regular classed order or in alphabetico-classed. A card index to the vertical file might be made to minimize the difficulties of the classed arrangement. The notes should be attractive notes, let-

ting the presence of the book in this "Choice Catalog" vouch for its worth and in a general way for the treatment, for the choice should be guided by the best popular, readable treatment. I am more and more thinking that effective helps to awakened personal interest are needed and are lacking. The A. L. A. Catalog has always been too bulky, too costly, too much directed to the buyer for effective personal service. I have long been convinced that the greatest popular service can be performed even in the large libraries with quite a limited number of books, I think not more than 20,000, perhaps not more than 10,000. I should like to advertise that many adequately and attractively and watch the results.

"I know that there are many objections and difficulties to be met, and yet I believe that there is the germ of a workable scheme present."

**List of Subject Headings**—The chief publication of the year has been the new List of subject headings, revised and edited by Mary Josephine Briggs, cataloger of the Buffalo public library. After nearly five years of labor this third edition appeared October 1st, 1911 and has met with a most appreciative reception. 3000 copies were printed as a first edition. 1312 copies have already been sold (to June 1), and a steady demand continues. The reviews have been almost uniformly favorable.

**A. L. A. Catalog, 1904-11**—The new A. L. A. Catalog, 1904-11, although not yet off the press as this report is written, will be distributed we hope about the date of the Ottawa meeting. It contains a selection of about 3000 of the best books published since the A. L. A. Catalog of 1904, with a list of books now out of print which appeared in that Catalog, and also of new editions. Children's books are listed separately. Five thousand copies are being printed as a first edition, of which nearly 3000 have been subscribed for in advance of publication. From the preface written by the editor, Miss Elva L. Bascom, the following extracts are selected:

"The general plan of the Catalog and the

routine of co-operation in the selection of titles practically coincide with those of the original work except that the whole routine, from the preliminary selection to the final preparation for printing, has remained in the hands of one person.

"All titles have been submitted to the publishers for latest information, so that the list should be dependable for prices.

"The sixth edition (1899) of the Decimal Classification has been followed. This decision was made on the information that the smaller libraries had not to any extent adopted the seventh edition. It is to be hoped that when the time comes to revise the 1904 Catalog there may be at hand a complete revised edition of the "D. C." simplified for the requirements of the smaller libraries.

"The addition of subject headings (not given with the titles in the 1904 Catalog was determined on before the decision to print only a class list was made. It has been a frequent request from the librarians of smaller libraries, who need help in this matter and who found it difficult to find the headings chosen for the Dictionary list in the 1904 Catalog. The new edition of the List of subject headings has been followed with some additions. Where the subjects of analytics are easily ascertainable, they are only recommended.

"While in the beginning the attempt was made to adhere fairly closely to the proportion of titles to each subject given in the 1904 Catalog, it was found impossible to do so without impairing the usefulness of the list. The output of books in the subjects grouped under Sociology has been so great, and the demand for them so heavy, that it seemed better to include a larger number than was originally planned rather than risk weakening the usefulness of the section. The greatest increase has been in Useful Arts, and this was intentional, since there is no division where the average librarian is more in need of help, nor where it is more difficult to find the "best book" on short notice.

"Two special lists are incorporated in the Catalog, both in answer to definite

requests. One is a selection of about 50 titles of religious books specially chosen for Catholic readers. Two preliminary selections were made, one by an assistant in the St. Louis public library at the request of the librarian, Dr. A. E. Bostwick, and a second by the Rev. W. J. McMullen of Pittsburgh, at the request of the librarian of the Carnegie library of Pittsburgh, Mr. H. W. Craver. Both lists were then incorporated into a much more extensive one, covering all subjects, compiled by Mr. William Stetson Merrill, of the Newberry library. The final selection, limited to religious books, was submitted to Archbishop Ireland, and at his request was examined by the Rev. J. A. Ryan, of the St. Paul Seminary, St. Paul, Minn.

The second list consists of 50 titles of modern drama and books about it. It was impossible to get any unanimity of opinion on such a brief selection and the editor is aware that it will satisfy a very small proportion of libraries. It is allowed to stand, however, for the suggestion it may give to the perplexed librarian of the smaller library.

"It is hardly to be imagined that any one ever prepared a list of this character and extent without wishing to ask the indulgence of possible critics and to explain why it is so much farther from perfect than it was expected to be. It seems a fairly simple task to select 3000 titles from the books published in eight years, but a list based on the co-operation of about 75 librarians and 100 experts, all fully engaged with their own work, and selected, edited and prepared for printing in the intervals between work having a prior claim, is bound to progress but slowly and to suffer many changes of fortune. One needs to be this sort of clearing house of opinion but once to realize how far apart our libraries are in the matter of book selection. In many cases what is one library's meat seems to be another's poison, and one soon reaches the conviction that there are no "best books" on any subject for a library of any size—if librarians alone are to be consulted. Hap-

ply, professors, special students and experts in general are less at variance. It is only fair to say that the Fiction and Children's lists represent librarians' votes only. It is to be doubted if the Fiction, at least, would have retained the proper amount of "light reading" if it had passed through the hands of literature professors. If it does not prove a good "working" selection the editor will be greatly disappointed, for it was on that ground alone that many titles escaped the deleting pencil."

**A. L. A. Booklist**—With the current number of the A. L. A. Booklist, volume 8 is completed. Since the initial number appeared in January, 1905, the Booklist has come to be regarded as an indispensable tool in every library. There has been no deviation from the original policy of furnishing to the libraries, and the numerous small libraries particularly, an unbiased guide in selection of books currently published. The number of titles listed from the 2500 annually examined, has been expanded from time to time, but the general character of the publication has been retained. Suggestions have come to the Board for change of name, for change of form and size, and for other changes that might lead to a larger use of the list by the general public. While the members of the Board have given careful consideration to the arguments presented, they have deferred reaching a final conclusion until practical unanimity can be arrived at as to the wisdom of the changes sought. A total of 7729 titles has been included in the 2456 pages which comprise the eight volumes of the Booklist:

#### A. L. A. BOOKLIST

Volume	No. of Titles	No. of Pages	Nos. in Vol.
1	500	144	8
2	690	256	8
3	681	238	8
4	643	317	9
5	739	197	6
6	1,417	424	10
7	1,583	456	10
8	1,476	424	10
Total.....	7,729	2,456	

**Manual of Library Economy**—Six chapters of the Manual were printed and ready for distribution previous to the Pasadena conference, namely:

1. American library history, by C. K. Bolton.
2. Library of Congress, by W. W. Bishop.
4. The college and university library, by J. I. Wyer, Jr.
17. Order and accession department, by F. F. Hopper.
22. Reference department, by E. C. Richardson.
26. Bookbinding, by A. L. Bailey.

During the latter half of 1911 the four following chapters were printed, also each in a separate pamphlet, appearing in the order here named:

20. Shelf department, by Josephine A. Rathbone.
15. Branch libraries and other distributing agencies, by Linda A. Eastman.
9. Library legislation, by W. F. Yust.
12. Library administration, by A. E. Bostwick.

Since their publication the following number of copies of each chapter have been sold (to March 31):

Chapter 1 .....	528 copies
2 .....	473
4 .....	589
9 .....	251
12 .....	267
15 .....	475
17 .....	591
20 .....	474
22 .....	617
26 .....	671

Total ..... 4,936

Manuscripts for two more chapters, The library building, by W. R. Eastman, and Proprietary and subscription libraries, by C. K. Bolton, are ready and in the secretary's possession, but funds for printing are not in hand at present, owing to the heavy obligation incurred by the printing of Subject headings and the A. L. A. Catalog, 1904-11 within so short a time of each other. It is hoped, however, to print



these and perhaps some others before the end of the year.

**Periodical Cards**—The shipments of periodical cards sent out since the close of the last report of the Board (May 1, 1911) have comprised 3,009 titles and 180,241 cards, not including reprints of cards in which errors have been discovered after the cards have been distributed.

Copy is received regularly by the editor, Mr. William Stetson Merrill, every two weeks, on the fifth and twentieth of the month from the following libraries:—Columbia, Harvard, John Crerar, New York and Yale. This copy is edited promptly and prepared for the printer.

**Advertising**—The Board's publications have been regularly advertised in *Library Journal* and *Public Libraries* and in one special number of *The Dial*. For the rest circularization and correspondence from the headquarters office has been relied upon. During the year over 15,000 pieces of circular matter have been mailed from headquarters office in the interest of our publications.

Particular effort has been made to advertise widely the new List of subject headings and the A. L. A. Catalog. For the latter in addition to circularizing the libraries descriptive postal cards were addressed to 7,000 high school and normal school principals. From these circulars only about 100 orders for the Catalog can be directly traced. It seems plain that it does not pay to advertise our publications among the high schools. Slips advertising the Catalog were sent to the librarians of all the leading colleges, requesting that these slips be distributed to members of the faculty interested in book selection. This resulted in getting orders from many college libraries addressed, but very few

from the teaching staff. Experience would indicate that libraries and librarians are the only classes to which advertising can profitably be addressed. We have endeavored to keep the state library commissions regularly informed on all our publications and all of them which issue monthly or quarterly bulletins list our new publications therein, generally with appreciative annotations and descriptions. Exhibits of publications have been made at several state library meetings visited by the secretary.

During the past year the principal libraries of England, Scotland and Ireland have been circularized with lists of our publications, and a very gratifying number of orders have been received as a result. When the revised edition of Subject headings appeared copies were sent to nearly all the library periodicals of the various countries of Europe with the result that they reviewed the book and quite a number of continental orders have been directly traceable to these reviews. Copies of Subject headings and the new A. L. A. Catalog have been ordered from almost every important country in the world.

This report would be incomplete without hearty acknowledgment of the excellent work of the Secretary, Mr. George B. Utley. To his good business judgment and careful and judicious management is due in great measure the splendid financial showing recorded in the accompanying fiscal statement. The affairs of the Board have never been in better shape than now. The sales are increasing encouragingly, the inventory shows a salable stock with less "dead" material than at any time for years back, and the office organization is now well systematized and effective.

HENRY E. LEGLER, Chairman.

## OTTAWA CONFERENCE

## FINANCIAL REPORT

Cash Receipts June 1, 1911, to May 31, 1912.

Balance, June 1, 1911 .....	\$2,237.70	
Interest on Carnegie Fund .....	4,524.33	
Receipts from publications:		
Cash sales .....	\$3,781.47	
Payments on account .....	7,690.89	11,472.36
Interest on bank deposits .....	4.53	
Sundries .....	1.98	\$18,340.90

Payments, June 1, 1911 to May 31, 1912.

Cost of publications:		
A. L. A. Booklist .....	\$1,940.35	
Library and social movements (1250 copies) .....	25.50	
Supplement to Guide to reference books, 1909-10 (3000 copies) .....	220.12	
Subject headings, second edition reprint (200 copies)...	132.30	
Subject index to Booklist Vol. 7 (2500 copies) .....	223.00	
Copyright on Hints to small libraries .....	1.03	
Copyright on Supplement to Guide .....	1.03	
Directions to librarian of a small library (3000 copies)	76.49	
Government documents in small libraries, reprint (1000 copies) .....	25.50	
Manual of library economy, Chap. 1, 2, 4, 17, 22, 26.....	376.55	
Manual of library economy, Chap. 20. ....	48.80	
Manual of library economy, Chap. 15. ....	62.80	
Manual of library economy, Chap. 9. ....	43.40	
Manual of library economy, Chap. 12. ....	37.55	
Binding for small libraries, reprint (1500 copies) .....	29.00	
Reprints from Bulletin .....	40.91	
Cataloging for small libraries, reprint (1000 copies) ....	64.00	
Library statistics tables .....	2.25	
A. L. A. Index to general literature (part of reprint)....	108.00	
Notes on the art section of a library, reprint (1000 copies) .....	20.00	
Guide to the use of reference books, reprint (1000 copies) .....	259.08	
Subject headings, third edition (3000 copies) .....	3,518.96	
Periodical cards .....	1,516.38	\$8,773.00
Addressograph machine supplies .....	21.84	
Furniture and fixtures .....	103.00	
Advertising .....	282.15	
Postage and express .....	631.49	
Rent at Madison office .....	300.00	
Travel .....	281.35	
Salaries .....	3,670.00	
Expense at headquarters .....	2,000.00	
Supplies and incidentals .....	1,066.36	
Printing (stationery, etc.) .....	43.25	
Balance on hand, May 31, 1912 .....	1,168.46	\$18,340.90

## SALES OF A. L. A. PUBLISHING BOARD PUBLICATIONS

April 1, 1911, to March 31, 1912.

A. L. A. Booklist, regular subscriptions .....	1115	\$1,115.00	
Additional subs. at reduced rate of 50c .....	141	70.50	
Bulk subscriptions paid .....		1,083.65	
Extra copies .....	1659	242.78	\$2,511.93
Handbook 1, Essentials in library administration .....	492	71.63	
Handbook 2, Cataloging for small libraries .....	677	89.15	
Handbook 3, Management of traveling libraries .....	88	12.73	
Handbook 4, Aids in book selection .....	42	6.23	
Handbook 5, Binding for small libraries .....	139	21.35	
Handbook 6, Mending and repair of books .....	602	78.21	
Handbook 7, U. S. Government documents .....	652	84.87	364.17
Tract 2, How to start a library .....	80	4.00	
Tract 3, Traveling libraries .....	26	1.30	
Tract 8, A village library .....	219	7.65	
Tract 9, Library school training .....	196	9.55	
Tract 10, Why do we need a public library?.. ..	390	13.50	36.00
Foreign Lists, German .....	100	42.25	
Foreign Lists, French .....	150	26.09	
Foreign Lists, French fiction .....	130	4.25	
Foreign Lists, Hungarian .....	95	9.70	
Foreign Lists, Norwegian and Danish .....	98	16.71	
Foreign Lists, Swedish .....	105	18.56	117.56
Reprints, Arbor day list .....	30	1.50	
Reprints, Bird books .....	33	3.30	
Reprints, Christmas Bulletin .....	65	3.25	
Reprints, Library buildings .....	139	13.78	
Reprints, National library problem today .....	26	1.30	
Reprints, Rational library work with children .....	64	3.20	26.33
Periodical cards, subscriptions .....		1,197.45	
Periodical cards, Old South Leaflets .....		15.75	
Periodical cards, Reed's Modern Eloquence.....sets 9		22.50	
Periodical cards, Smithsonian reports .....	set 1	15.00	1,250.70
A. L. A. Manual of library economy:			
Chap. I. American library history .....	528	46.73	
Chap. II. Library of Congress .....	473	34.60	
Chap. IV. College and university library.....	589	52.67	
Chap. IX. Library legislation .....	251	18.96	
Chap. XII. Administration of a public library .....	267	20.44	
Chap. XV. Branch libraries .....	475	32.71	
Chap. XVII. Order and accession department .....	591	46.25	
Chap. XX. Shelf department .....	474	34.65	
Chap. XXII. Reference department .....	617	55.54	
Chap. XXVI. Bookbinding .....	671	53.78	396.33
A. L. A. Index to general literature .....	31	177.00	
Catalog rules .....	486	271.06	
Children's reading (now out of print) .....	6	1.48	
Girls and women and their clubs .....	57	13.55	
Guide to reference books .....	686	883.25	
Guide to reference books, Supplement .....	761	181.50	
Hints to small libraries .....	203	136.69	
Larned, Literature of American history .....	29	160.47	
Larned, Literature of American history, Supplement .....	79	64.21	
List of music and books about music .....	82	20.12	

## OTTAWA CONFERENCE

List of editions selected for economy in bookbuying .....	126	30.99	
List of 550 children's books .....	346	55.85	
List of subject headings, 2nd edition .....	218	397.45	
List of subject headings, 3rd edition .....	1125	2,717.00	
Plans of small library buildings .....	98	120.52	
Reading for the young .....	9	6.61	
Reading for the young, Supplement .....	16	3.94	
Subject index to A. L. A. Booklist, v. 1-6.....	260	66.23	
Subject index to A. L. A. Booklist, v. 7.....	961	84.49	5,397.40
League publications:			
Anniversaries and holidays .....	13	3.25	
Directions for librarian of a small library .....	1186	54.53	
Graded list of stories for reading aloud .....	335	32.71	
Library and social movement .....	1000	31.63	
Magazines for the small library .....	313	29.38	151.50
A. L. A. Bulletin and Proceedings .....	258	87.96	
A. L. A. Bulletin, Hopper reprint .....	462	11.85	99.81
Total sale of publications .....			\$10,351.73

## REPORT OF THE CARNEGIE AND ENDOWMENT FUNDS

To the President and Members of the American Library Association:

The Trustees of the Endowment Funds in presenting their annual report for the year ending January 15, 1912, desire to say that there has been no change in the securities held by the Board. The market price of most of them remaining about the same, changes could not be made to the advantage and desired betterment of the fund.

The Trustees are pleased to state that all interest has been promptly paid.

Mr. E. H. Anderson of the New York public library was again deputed to audit the accounts of the Board and inspect the securities, and he gives to the Trustees, as the result of that examination, the following letter:

Dear Mr. Appleton:

Enclosed herewith are the vouchers from Mr. Roden, Treasurer of the American Library Association, and the receipt for the rent of the safety deposit box in the

vaults of the Union Trust Company. I have written the chairman of the Finance Committee that I have examined these vouchers and found them in accordance with your type written statement.

The four type written sheets which you gave me yesterday I have checked as correct as to the bonds in your custody, as to the vouchers referred to above, and as to the cash balance on hand. I have certified to Mr. Andrews, the chairman of the Committee on Finance, that to the best of my knowledge and belief the reports contained on these sheets are correct.

Very sincerely,

(Signed) E. H. ANDERSON.

The General Endowment Fund has been increased during the year by the taking of seven life memberships by the persons named, adding to the Fund, \$175.00.

Respectfully submitted,

W. C. KIMBALL,

WM. W. APPLETON,

W. T. PORTER.

Trustees of A. L. A. Endowment Fund.

### CARNEGIE FUND, PRINCIPAL ACCOUNT

Cash donated by Mr. Andrew Carnegie .....\$100,000.00

Invested as follows:

June 1, 1908	5,000	4%	Am. Tel. & Tel. Bonds	96½	\$ 4,825.00
June 1, 1908	10,000	4%	Am. Tel. & Tel. Bonds	94½	9,427.50
June 1, 1908	15,000	4%	Cleveland Terminal	100	15,000.00
June 1, 1908	10,000	4%	Seaboard Air Line	95½	9,550.00
June 1, 1908	15,000	5%	Western Un. Tel.	108½	15,000.00
June 1, 1908	15,000	3½%	N. Y. Cen. (Lake Shore Col)	90	13,500.00
June 1, 1908	15,000	5%	Mo. Pacific	104½	15,000.00
May 3, 1909	15,000	5%	U. S. Steel	104	15,000.00
Aug. 6, 1909	1,500		U. S. Steel	106½	1,500.00
July 27, 1910	1,000		U. S. Steel	102½	1,000.00

102,500

99,812.50

Jan. 15, 1912 Union Trust Co. on deposit .....187.50

\$100,000.00

In addition to the above we have on hand at the Union Trust Company \$150 profit on the sale of the Missouri Pacific Bonds, which we have carried to a special surplus account.

## OTTAWA CONFERENCE

## CARNEGIE FUND, INCOME ACCOUNT

<b>1911</b>		
January 15, Balance .....	\$2,487.76	
February 15, Int. N. Y. Central .....	262.50	
March 1, Int. Missouri Pacific .....	375.00	
March 1, Int. Seaboard Line .....	200.00	
May 2, Int. U. S. Steel .....	437.50	
May 2, Int. Cleveland Terminal .....	300.00	
July 5, Int. Amer. Tel & Tel. Co. ....	300.00	
July 5, Int. Western Union Tel. Co. ....	375.00	
August 9, Int. N. Y. Central .....	262.50	
September 1, Int. Seaboard Line .....	200.00	
September 1, Int. Missouri Pacific .....	375.00	
November 1, Int. U. S. Steel .....	437.50	
November 1, Int. Cleveland Terminal .....	300.00	
December 31, Int. Union Trust Co. ....	54.33	
<b>1912</b>		
January 2, Int. Western Union Tel. Co. ....	375.00	
January 2, Int. Am. Tel. & Tel. Co. ....	300.00	\$7,042.09
<b>Disbursements:</b>		
<b>1911</b>		
March 2, Carl B. Roden, Treas. ....	\$2,487.76	
August 15, Carl B. Roden, Treas. ....	2,000.00	
October 6, Carl B. Roden, Treas. ....	1,000.00	
December 27, Rent Safe Deposit Co .....	30.00	
January 15, 1912 Cash on hand .....	1,524.33	\$7,042.09

## ENDOWMENT FUND, PRINCIPAL ACCOUNT

<b>1911</b>		
January 15, On hand, Bonds and Cash .....	\$7,111.84	
April 1, Life membership Mary E. Hawley .....	25.00	
April 1, Life membership Mary F. Isom .....	25.00	
May 1, Life membership H. W. Craver .....	25.00	
August 9, Life membership M. S. Dudgeon .....	25.00	
August 28, Life membership F. K. Walter .....	25.00	
October 4, Life membership R. G. Thwaites .....	25.00	
November 1, Life membership R. B. Stern .....	25.00	\$7,286.84
<b>Invested as follows:</b>		
<b>1908</b>		
June 1, 2 U. S. Steel Bonds .....	98½	\$1,970.00
October 19, 2 U. S. Steel Bonds .....	102½	2,000.00
November 5, 1½ U. S. Steel Bonds .....	101	1,500.00
<b>1910</b>		
July 27, 1½ U. S. Steel Bonds .....	102½	1,500.00
January 15, 1912 Cash on hand, Union Trust Co. ....	316.84	\$7,286.84

## ENDOWMENT FUND, INCOME ACCOUNT

<b>1911</b>		
January 15, Cash on hand .....	\$448.41	
May 2, Int. U. S. Steel .....	175.00	
November 1, Int. U. S. Steel .....	175.00	\$798.41
<b>Disbursements:</b>		
<b>1911</b>		
February 15, C. B. Roden, Treas. ....	\$448.41	
July 5, C. B. Roden, Treas. ....	175.00	
January 15, 1912 Cash on hand .....	175.00	\$798.41

## COMMITTEE ON BOOKBINDING

During the year the special library edition of the Encyclopaedia Britannica, mentioned in last year's report, and at various times in the library periodicals, was placed on the market under considerable difficulty. As planned at first, three special library editions were all to be bound in England and imported for libraries by the publishers. Unfortunately, it was discovered after orders had been taken that the publishers could not, under the copyright law, import any copies, and notices to that effect were sent to libraries that had ordered these editions. The publishers then found that the cloth bound set, according to the A. L. A. specifications, could be manufactured in this country and again librarians received communications from the publishers. Owing to these various communications from the publishers, together with notices from this committee, many librarians remained without knowledge as to the real state of affairs.

At the present time the committee understands that the cloth bound set, with special reinforcements, can be obtained directly from the publishers in this country, and that sets bound by Mr. Chivers can be obtained directly from him. Several complaints of the new bindings have come to the committee, but upon investigation, it was found in every case that the complaints were due to imperfect or torn pages and not to defective binding. Undoubtedly many imperfect sheets were passed in the first copies that were sold. We have reason to believe, however, that later sets have been more carefully collated. Complaints about the cloth binding have also been received from large libraries. As a matter of fact this edition was not intended for large libraries. From the beginning it has been stated that the cloth edition was for the use of small libraries. Large libraries were expected to get one of the leather editions.

It is quite evident that publishers are beginning to realize that good binding, especially of reference books, is an asset of considerable value when dealing with

libraries. During the year the committee has several times been called upon for specifications and suggestions for the binding of large reference books. Perhaps the most noteworthy instance was that of the Century Company, which submitted samples of binding for the new edition of the Century Dictionary. The Century Company and the J. F. Tapley Company, of New York, which did the binding, adopted various methods of strengthening the volumes, and the samples submitted included not only all of the committee's specifications, but several others. The samples were so good and the honesty of purpose of the Century Company and the J. F. Tapley Company so evident that the committee felt no hesitation in stating that the result was the best piece of commercial (machine bound) binding ever brought to its attention. Visits of two members of the committee to the bindery showed that the specifications in every case were being lived up to. The committee, furthermore, obtained full description and specifications of this binding, which, with certain modifications, can be used as a standard for this kind of work.

Specifications for strong binding were also submitted to H. W. Wilson Company for the binding of the new volume of U. S. Catalog; to Robert Glasgow, of Toronto, for a set entitled "Makers of Canada"; and to the Review of Reviews Company for the "Photographic history of the Civil war." The specifications, as submitted, were adopted by the Robert Glasgow Co., and the Review of Reviews Co. The H. W. Wilson Co. adopted them with some slight modifications which met with the approval of the committee.

So far as the reinforcing of fiction and juvenile books by publishers is concerned, matters stand about the same as they have been for the past two years. The plan has practically been dropped by all publishers. In a few cases, books which the publishers have discovered are in constant demand by libraries, are kept in stock in special binding. Examples of these are the Little Cousin Series, published by Page,

and the Peter Rabbit Series, by Warne. The number of titles of such books is very few.

It must not be supposed, however, that because the publishers have stopped doing this, such books are unobtainable. On the contrary, it is easier to get reinforced publishers' covers than ever before, and with the surety that the work is well done, which was not always the case when they were bound by the publishers. Those who wish to use the attractive publishers' covers, and at the same time have a book which will outlast the period of extreme popularity, can do so by ordering from one of the several firms which do work of this kind. In most cases the increased cost is greater than was the case when the books were done by the publishers, but the work is far better done and in the opinion of the committee the increased value more than compensates for the increased cost. Furthermore, the books are not injured for rebinding. In fact, in some cases the sewing of the book is designed to last during its lifetime. When the first cover wears out, all that is necessary is to recase it.

While discussing the question of reinforced bindings it may not be amiss again to call attention to the special binding of the Everyman's Library. Experience in the use of these volumes only emphasizes their serviceability, attractiveness and cheapness. Whenever possible all replacements should be made from this collection.

During the year the publishers of two periodicals, Everybody's and World's Work, adopted a scheme of binding which necessitated cutting off the backs of signatures. It was apparent at once that this scheme made it necessary for libraries which bound these periodicals to have them overcast in sewing. Since few binders understand the proper method of over-sewing and moreover generally charge extra for it, many libraries were put to much inconvenience and added expense. Protests from this committee to the publishers were promptly heeded, and as a result all libraries now receive the regular edition with folded sheets.

The correspondence of the committee has largely increased. Inquiries are frequently received from publishers, from binders and from librarians. Inquiries from librarians cover all phases of binding, and not infrequently the committee is asked for opinions as to the work of certain binders. In answering these questions about individual binding the committee has been at a disadvantage, because, except in the case of a very few binders, it has no definite knowledge of their work. To remedy this difficulty the committee has, with some hesitation, planned to establish a collection which shall include samples of the work of all binders which make a specialty of library binding. These samples are to be four in number and will show methods of binding fiction, juvenile books and periodicals. In addition to these samples binders are asked to answer 24 questions which cover methods, materials, and prices. It is hoped that, with these samples and answers to these questions, the committee will be in a position to form more definite opinions about the work of any binder, and librarians who ask for opinions will receive answers based on actual knowledge.

The scheme is yet in its infancy but already samples have been received from several binders, and letters from some of them express approval. The committee realizes that good binding may be done in several ways, and while members of the committee may have individual preferences, every effort will be made to give impartial opinions. Certainly no binder who does good work need fear unjust criticism. Librarians can help in this work by,

1. Sending names of library binders.
2. Urging binders to comply with the requests of the committee.
3. Asking for opinions when the collection is complete.

In view of the facts outlined above, it seems reasonable to suppose that one of the committee's most valuable functions is to act in an advisory capacity, not only to librarians, but to publishers and binders. For this reason all librarians are urged to



submit their binding problems to the committee.

#### Magazine Binders

During the year a number of varieties of magazine binders have been examined. Several firms failed to respond to a request for a sample or did so too late. Others doubtless exist of which the committee has not heard. The result of study of this subject during the past three years, aided by the chapter dealing with it in Dana's "Book binding for libraries," Edition 2, is here set forth.

Of course no one binder is best for all libraries or for all requirements of one library. Each must decide for itself by noting the condition of its magazines when they are ready for the bindery whether any binder at all is needed. A library which has no money to spend on the more durable covers or dislikes them for any reason may use one of the methods described in the chapter in Dana referred to above. A method, used to some extent by the Brooklyn public library, consists, in brief, of putting on a brown paper cover and securing it by paste or brass staples to a bunch of advertising pages at front and back.

The best inexpensive binder is that known as the "Springfield." It can be made in any bindery, consisting simply of a cover with a stiff strip at the back in which are three eyelet holes, one at each end and one in the middle. The magazine is laced in with tape or shoe string. This method damages the magazine much less than others similar, some of which require drilling holes through from side to side. In principle the binder made by Cedric Chivers, Brooklyn, N. Y., is a more durable form of the Springfield and is heartily recommended.

Some libraries desire a binder from which a magazine cannot readily be stolen. This is a matter of local opinion. The best for this purpose appear to be the new "Bull dog" binder just put on the market by Gaylord Brothers, Syracuse, N. Y., and the "Buchan" binder mentioned by Mr. Dana. All such binders are heavy, clumsy,

and slow in operation. For those magazines deceitfully put together without sewing or staples the "Bull dog" and the "Buchan" binder will both give satisfaction.

Among a multitude of other binders the best type is that whose mechanism consists of a stout rod firmly fastened though playing free at one end, and fastened at the other by a simple catch. Many built on this principle are too clumsy. A few are needlessly flimsy. Of those examined the best are the following:—

"Universal" made by J. J. Ralek, New York City.

"A. L. B." made by American Library Bindery, Philadelphia.

"Torsion" made by Barrett Bindery Co., Chicago.

For covering binders various materials have been used. For long service and good appearance we recommend pig skin back and keratol sides. Cow hide and buckram are cheaper and will not last as long. Canvas is ill suited for this purpose.

Respectfully submitted,

A. L. BAILEY, Chairman.

ROSE G. MURRAY,

N. L. GOODRICH,

Committee.

#### COMMITTEE ON BOOK BUYING

During the past year the A. L. A. Committee on Book buying has been negotiating with a Committee of the American Booksellers' Association with a view to bringing about a better understanding between the booksellers and the libraries.

Upon the request of the Committee of the Booksellers' Association, your committee made a statement of the situation, which was delivered to them in October, 1911. The booksellers' committee prepared a reply to this statement, which was delivered to your committee in April, 1912.

A meeting of the two committees was held on Thursday, May 6th, 1912, in Cleveland, but it was without any definite result. It was agreed that the two committees report progress to their respective associations and that they submit to their ex-

ecutive committee the statement and reply referred to, with a report upon the present situation and to ask to be allowed to continue the negotiations if the executive committee thought it wise to do so.

WALTER L. BROWN, Chairman,  
C. B. RODEN,  
C. H. BROWN.

#### COMMITTEE ON CO-ORDINATION

The following report is the result, in part, of a question referred to the Committee on Co-ordination by a meeting at the Pasadena conference.

The question was, Whether libraries are justified in making a moderate charge in connection with every volume lent, sufficient in the long run, to cover the administrative expense involved in looking up and sending the volume asked for: not as payment for the use of the book, but to relieve the lender of an undue burden of expense, unavoidably attendant upon the system of lending with some freedom to other libraries.

In the opinion of the committee this question could be most profitably discussed only in connection with the whole subject of inter-library loans. It is clear, both from past and present developments, and from the direction these developments are taking that inter-library loans are, as yet, merely in their infancy. It is clear, too, that such loans increase the efficiency of libraries which participate in them. Finally, it is evident that there is a marked tendency not simply to multiply library loans, but to enlarge the field within which it is considered appropriate to effect them—taking "field" both in a geographical sense, and as relating to different classes of borrowers. Accordingly, it is not surprising that additional machinery and new methods should be required, and that some at least, should already have been devised. Also, it is safe to predict that this growth in machinery and in methods will continue.

Therefore, the Committee on Co-ordination has thought that it might be helpful, at the present time, to attempt a discussion (which will partake of the character of a symposium) in regard to the purpose

and scope of inter-library loans. It is hoped that, as a result of this and subsequent discussion, it may become practicable to formulate some general rules for the conduct of inter-library loans. If a code of such rules could be framed, even granting that the provisions would, of course, bind no library against its will, one more step would yet have been taken in the direction of systematizing and extending a process which has already produced excellent results, and bids fair in the near future, to modify library practice in important particulars.

While the purpose of inter-library loans is uniform in the main, it varies to some extent, with the nature and duties of the participating libraries.

Neglecting minor differences, such libraries fall into two groups: Reference libraries, including libraries of colleges and universities; and libraries whose work is of a more popular character; or, to state the matter in terms of readers: Libraries, most of whose readers are "serious," and libraries, some, at least, of whose readers are not so very serious.

This distinction is not a sharp one, yet it produces wide divergence in the point of view, and in the practice of these two classes of libraries. A comparison of the third contribution to this symposium with the first and second will make this matter evident. Both points of view are accurate, and varieties of practice, provided only that they exist among the members of a comprehensive system, are the best guarantees of the ultimate achievement of great results.

C. H. GOULD,  
Chairman.

#### I.

The purpose of inter-library loans is to make available the unusual material in one library to an enquirer who cannot visit it in person and does not find available the identical material in some institution nearer at hand or which has a nearer constitutional duty to serve him. The service to him must be subject to the convenience of the constituency of the lending library

and can be expected only if the risk and expense of it shall be met by the borrowing library in his behalf.

1. It is not to be expected therefore that a library will lend either (1) books which if not in the applicant library, are within the ordinary duty of the latter to supply; or (2) books in constant use among its own readers; or (3) books for the general reader as against the investigator.

2. It is not to be expected that material will be sought the transportation of which, even with the best precautions, involves a necessary injury,—as for instance, by strain,—or a contingent injury in its use outside of the walls of the institution owning it by persons over whose use it has no supervision. A stipulation for its use within the walls of the borrowing library, while entirely reasonable, may not cover the case completely, as the responsibility for the care of the material cannot, by a mere stipulation for care, be transferred from the owning to the borrowing library.

3. Subject to 2, the important service in inter-library loans being to make generally available the unusual book for the unusual need of the serious investigator, the fact that the book needed is either rare, or part of a set which may be marred by the loss of a single volume, or that it is even unique, as for instance a manuscript, ought not to be conclusive against the loan, for it is just through such material that the inter-library loans may render their most important service.

4. The applicant library should refrain from applying (a) for ordinary books which are within its constitutional duty to supply to its immediate readers, or (b) for unusual books requested for a purpose which it knows to be trivial, or by a person of whose discretion and seriousness it is not assured, or (c) for books which, within the legitimate provisions of a loan are to be had from some institution nearer at hand, or having a nearer constitutional duty to it and to the constituency which it serves, or (d) for books which upon their face must be in constant use in any library possessing them.

5. The lending library may reasonably stipulate: (a) That the entire cost of the service shall be met by the borrowing library, and may look to this library alone as responsible both for the safety and prompt return of the material and for the replacement of the material if lost or damaged, and (b) it may reasonably include as part of the expense: (1) packing; (2) carriage; (3) insurance; (4) the fraction, if estimable, which the particular loan should bear of the expense of administering the service. (c.) As to the duration of the loan: that it shall not exceed the period of its local loans, with an allowance added for the transit both ways; and the lender may reasonably couple with this a right of summary recall. It may also impose penalties for delays in returning material, or for carelessness in its use or in repacking. It may of course reserve the right to decline further loans to a library which has shown indifference in these regards, or whose applications have been incessantly frivolous. (d) It may of course limit the number of volumes lent to any one library or for the use of any one investigator at any one time. (e) It may, without prejudicing applications from other institutions, deny the application of any particular library, because of lack of assurance as to the safety or intelligent use of the material if lent. Its decisions in this regard resting often upon the impressions of a general experience, ought to be unembarrassed. It should not therefore be called upon to explain them.

HERBERT PUTNAM.

## II

### A statement of general policy in regard to inter-library loans

The primary purpose of inter-library loans is the promotion of scholarship by placing books not commonly accessible and not in use in one library, temporarily at the service of a scholar who has access to some other library. It should not be allowed to interfere with the reasonable and customary use of books by home readers, and the extent to which sending can be carried depends on the local conditions

of the lending library, the importance of the service to be rendered, the character of the books desired, the distance to which they are to be sent, and a number of other circumstances.

The larger university libraries, having large numbers of professors, advanced students and other professional scholars immediately dependent on them, may find it necessary to restrict the scope of their loans in justice to their local constituency, while others may rightly extend the system beyond the limits indicated, so as to meet the wants of readers in public libraries, teachers in high schools, and others.

Libraries should not be expected to lend text-books for general class use, popular manuals or books for the general reader, inexpensive books and those which can easily be procured through the book-trade, books to assist in school or college debates, or books for ordinary purposes of school or undergraduate study. Neither should they lend books which are likely to be in frequent demand by their own readers, or books which they do not lend at home on the ground that they ought always to be accessible on the shelves. In this respect practice will naturally differ widely, one library being ready to lend books which another would consider it necessary to keep always at hand.

Caution should be exercised in lending volumes of newspapers, periodicals or society transactions and parts of expensive sets, since such volumes, if lost, are disproportionately expensive and sometimes practically impossible to replace. Moreover, periodicals and society publications are often unexpectedly wanted for the purpose of verifying references, etc., and students may justly expect that they will always be accessible with a minimum of delay.

The borrowing library should bear the expense of transportation both ways, and additional charges, if required, for the insurance of specially valuable books. It should be financially responsible for the replacement of books lost or injured in transit.

Borrowing libraries should take pains to borrow from sources nearest at hand or most naturally under obligation to lend.

Titles of books wanted should be given with all practicable precision, both to insure getting the very thing asked for and to make the labor of finding the book as light as possible for the lending library.

Applications for loans should always be made through the librarian of the borrowing library and not directly by the professor or student for whose advantage the loan is desired. If books are lent on direct request of the individual, not transmitted through the library with which he is associated, this library cannot be held responsible for the prompt and safe return of the books or for replacing them if lost in transit. Librarians are therefore justified in declining to lend on direct request and in insisting that application must be made through the librarian.

A library is justified in placing a limit on the number of volumes which it may be expected to lend at one time to a single institution—say five or ten volumes.

Loans should be made for a definite period, but the length of this period naturally varies with the occasion. The period begins with the despatch of the book from the lending library and ends with the day on or before which the book should be sent off by the borrowing library. If an extension of time is desired, it should be asked for long enough in advance of the book's being due to enable an answer to be received. Books may always be recalled by the lending library in advance of the late originally named if needed for the reasonable service of its home readers.

In lending rare books, large volumes, portfolios of plates, etc., a library may be expected to insist that they must be used only within the building of the borrowing library. In some cases, it may be advisable to put the same restriction on all books lent.

Fines may properly be charged and collected for books detained beyond the allotted time without request for extension. Repeated failure to return books promptly,

or negligence in packing them safely is sufficient ground for declining to make further loans. When books are sent out or returned, separate notice of the fact should be sent by mail, stating date of shipment, mode of conveyance, etc. It is recommended that blank forms prepared for this purpose be used. Applications for loans may also most conveniently be made on suitable blanks.

Libraries that are called upon for frequent loans are justified in making a moderate charge in connection with every volume lent, sufficient in the long run to cover the administrative expense involved in looking up and sending off volumes asked for. This charge is not to be considered as a payment for the use of the book, but is intended simply to relieve the lending library of an undue burden of expense unavoidably attendant upon the system of lending with some freedom to other libraries.

It is recommended that libraries arrange so that the services of some competent person may be regularly available at a moderate charge for looking up information, verifying references, etc., when the time and labor involved in such inquiries seem to exceed what may reasonably be demanded of the library staff. The employment of such a person to obtain specific information will also occasionally serve in place of making a loan.

It is also suggested that the possession of a cameragraph, for making rotary bromide prints, or other similar device by which facsimile copies can be made inexpensively, would often enable a library to send a satisfactory copy of portions of a rare book or manuscript in place of lending the original.

WILLIAM COOLIDGE LANE.

### III

#### Inter-library loans

##### I. Purpose.

(1) Prompt service. (a) The book, if purchased, might have to come from a greater distance and so cause delay. (b) The book, if out of print, would take time

to find or might not be possible for an agent to locate for a very long time, if at all.

(2) Economical service. (a) The library that loans the book. Rather than have a book, that has cost time and money, stand idle on the shelves, the library owning it would be better repaid for the expenditure if the book were used by more people. (b) The library that borrows the book. Rather than purchase a book which would seldom be requested, it would be better to borrow it, and use one's funds and time and shelf room for books that would be in constant demand. For example: take two special lines of library service here in California at the present time.

(1) Books for the blind. Aside from a small collection in the San Francisco reading room and library for the blind for the local blind, and the small collection for the students in the Berkeley California institute for the education of the blind and the deaf, the state library has almost all the books and magazines used by the blind of the state. It would not be economical for other libraries or individuals to undertake to carry on this work, so the state library discourages anyone else buying such books and undertakes to furnish them to anyone needing them. If many want to read certain periodicals they are duplicated several times and sent in order to the various blind borrowers.

(2) Medical books and periodicals. The Lane medical library in San Francisco and the Barlow medical library in Los Angeles have perhaps the best medical collections in the state. The state library of course has and is building up a collection in this line for the use of the whole state, but it often borrows from the first two mentioned.

##### II. Scope.

There will be no limit, apparently, to the scope of inter-library loans in California. Each library at present makes an effort to loan anything asked of it by any other library. For example, the state library buys no fiction, but from the union catalogs of the county free libraries which is located at the state library, it is possible

to tell where a certain book is located and to direct one to the other for a rush request of fiction.

Rare books are loaned by library to library and used by the borrower at the library.

Newspapers it is not necessary now to loan as by cameragraphing the needed extract from them, the expense, wear and tear, and risk of such loans are avoided. The same applies to articles in unbound or bound periodicals. Cameragraphing an article in a periodical also makes unnecessary the duplicating of certain periodicals because of some especially needed article. Cameragraphing is also economical in that it keeps the files in the library and so more material is always available for reference use.

Even reference books, however, are loaned or borrowed frequently to meet certain needs. So the scope is of necessity a matter of judgment of the particular case in question.

### III. Extent of borrower's financial responsibility.

When a library borrows, it takes the financial responsibility, in case of loss or injury, and if the borrower is an individual, he takes it. The State library pays transportation on all loans to and from the county free libraries, and the county free library on all loans within the county. Loans to other libraries are usually paid—sending charge by the library sending the book and returning charge by the library returning the book.

The expense of administering the service of inter-library loans is not being considered here in California, and we believe that question will never arise here, no matter how great the demands on each other grow to be.

The spirit of co-operation is growing so rapidly here that the rivalry seems to be more who has and can give more rather than who can take more.

### IV. Order in which libraries should be applied to for a loan.

There is no order here in California except that almost all libraries apply first

to the State library and the State library being naturally the best informed on the special lines of strength in the various libraries in California, can request the library that is either known to have it or is likely to have it, to forward it to the library needing it. This is already possible for periodical files as there is at the State library a union list of periodical files in California libraries. Periodicals which are not in any California library, are borrowed with least loss of time, from the Library of Congress or Surgeon General's library.

### V. Average duration of loans.

It would not be economical to plan a time limit on loans, as usually the library requesting it states the time the book will be needed and it is, if possible, loaned for that period. As soon as the library borrowing it is through with it, even if sooner than the time it expected to need it, the book is returned. Any book must of necessity be subject to recall by the library loaning it. There cannot well be a limit to the number of volumes loaned at any one time. That would naturally depend upon the need. No fines or other penalties for negligence in returning loans are necessary where there is a spirit of perfect co-operation, as librarians all understand the necessity of system, and in California at least, show great consideration for each other.

### VI. Forms of application for loans; notice of shipment, etc.

The forms used by the State library and county free libraries in California have been found to be perfectly satisfactory. Requests are sent in to the State library in duplicate. One is returned with the disposition made of it written on it and the duplicate is kept on file as a record at the State library. If not in the State library a similar duplicated request is sent to some other library.

### VII. Inter-library loans in California.

We in California find that a request is never refused and that requesting such loans in itself makes a library proud of its strength and of its place in the sys-

tem and builds up in this way a strong feeling for co-operation.

The rules to be adopted for inter-library loans in California will be those that experience shows are necessary, and are likely to give the best results for California conditions.

J. L. GILLIS.

#### COMMITTEE ON CO-OPERATION WITH THE NATIONAL EDUCATION ASSOCIATION

The Committee on Co-operation with National Education Association is in a position to report that an appointment has been made by the executive board of the National Education Association of a representative of the American Library Association to speak at the third general session of its meeting in Chicago on the place of the library in educational movements. The committee feels that this recognition of the work of the library on the part of the National Education Association is a decided victory, as for many years the authorities of the National Education Association have courteously but constantly turned away from the request made by the American Library Association committee for a representative on their program.

A selection was made of Dr. Arthur E. Bostwick, librarian of the St. Louis public library, to present the library cause before the National Education Association. It is needless to add with full assurance, that the matter is safe in his hands.

At the invitation of the president of the library department of the National Education Association, Mr. E. W. Gaillard of New York, the committee has endeavored as best it could in the short time allowed, owing to the lateness of the invitation, to make an exhibit of American Library Association material, booklists and material illustrative of the relations between libraries and schools, to be in place at the National Education Association meeting to be held in Chicago.

It seems, therefore, that the work of the past year is one that should afford satisfaction

in the recognition that the American Library Association has received from the National Education Association.

President George E. Vincent, of the University of Minnesota, who will deliver an address at the Ottawa conference, at the invitation of the American Library Association program committee, has been invited to present the official greetings of the National Education Association to the American Library Association.

The committee through its chairman has advised with several groups of school librarians, but it has been the policy to confine action to affairs in which the national organizations as individual units were concerned.

MARY EILEEN AHERN, Chairman,  
GENEVIEVE M. WALTON,  
IRENE WARREN,  
GEORGE H. LOCKE,  
J. C. DANA.

The PRESIDENT: The next report is that the committee on catalog rules for small libraries.

The SECRETARY: The chairman of this committee, Miss Theresa Hitchler, wrote me that she hoped to make a report through some other member of the committee, and that it was the hope of the committee to have that work finished by fall.

The PRESIDENT: Then the chair will accept that as a report of information.

Adjourned.

#### SECOND GENERAL SESSION

(Russell Theatre, Friday, June 28,  
9:30 a. m.)

First Vice-President Henry E. Legler presided.

The FIRST VICE-PRESIDENT: It has always been a moot question as to what vice-presidents were for. Mrs. Elmendorf has undertaken the very doubtful experiment of endeavoring to find out, and so she has designated the respective vice-presidents in their order to preside over the meetings of the conference.

We shall reverse the order of the pro-

gram and call for the committee reports first.

The following reports were presented and received, all having been previously printed, with the exception of the supplement to the report of the committee on library administration and that on work with the blind. The committee on international relations stated that they had no report to make.

#### COMMITTEE ON FEDERAL AND STATE RELATIONS

Your committee's chief activity has been along the line of a parcels post, as we have felt that was the most feasible measure for obtaining lower postal rates. The chairman of the committee had personal interviews with the chairmen of the House and Senate committees on Post Office, and filed with the latter a formal endorsement of the parcels post, as well as the resolution looking in that direction, passed by the Council at its meeting in January last. The committee recommends that the continuance of this advocacy be authorized by the association.

We also recommend that the association endorse a movement for the better safeguarding of the national archives and rendering them accessible to students, feeling that the preservation of these governmental records is one of considerable importance, and one in which librarians have an especial interest, inasmuch as they have under their care manuscripts as well as printed books.

The attention of depository libraries is called to the report of Senator Smoot, on the revision of printing laws (62nd Congress, second session. Report 414, p. 33 and following) which discusses the proposed amendments to the laws with reference to depository libraries.

BERNARD C. STEINER.

#### COMMITTEE ON LIBRARY ADMINISTRATION

Your committee has not been active during the whole year, the present chairman having been appointed to fill a vacancy. What it has done has been in the way of

a small beginning toward a general survey of methods in public libraries, which it is hoped may be carried forward to completion in future years.

The scientific position that the first thing to do, in making an investigation, is to find out the facts, has only recently been taken in work of this kind. It has generally been assumed by those who have desired to better conditions of any sort that the existing conditions were well known to all. The fact is that no one person or group of persons is in a position to know all the conditions thoroughly and that the elementary task of ascertaining them and stating them is usually by no means easy. It is now generally recognized that we must have a Survey—an ascertainment and plain statement of the facts as they are—as a preliminary to action or even to discussion.

It has seemed to your committee that the general feeling, shared by the educational and industrial worlds, that methods are not always efficiently adjusted to aims should find some place also in the library. We are spending large sums of public money, and investigations by "economy committees," "efficiency bureaus" and the like are taking place all around us. It will be well for us to take a step in advance of these and get for ourselves some sort of a birds-eye view of our work, from the standpoint of its possible lack of complete efficiency—adaptation of end to aim. In order to do this we must first have a survey, which we conceive to involve in this case a statement of just what libraries are trying to do and just how, in some minuteness of detail, they are trying to do it. Comparison and discussion of methods will naturally follow later.

The method of taking up this matter was suggested by some very preliminary work done in the St. Louis public library. The head of each of the various branches and departments was asked to make a detailed written list of the various operations performed by the assistants in that particular department, dividing them into purely mechanical acts and those involving some



thought or judgment. This in itself proved to be an interesting task and both information and stimulation resulted from it. Certain operations, common to the largest number of kinds of work, were then selected and tests were made, involving both speed of performance and efficiency of result. From a large number of such tests it is expected that some standardization of operations may result, or at any rate the cutting out of useless details and the saving of time for needed extensions of work. The object of an investigation of this kind is of course not to discover ways of making assistants work harder and faster but to find out whether the same amount of work, or more of it, may not be done with less effort.

To extend this bit of experimental work, which has not progressed beyond its first steps, to all the libraries of the United States is of course impossible without modification. Your committee has not the machinery to handle detailed lists of operations from thousands of different libraries. Fortunately it is easy to select operations that are common to very large numbers of libraries of divers sizes and kinds and in all parts of the country. As examples of such operations, and as a small beginning, we selected those of accessioning, charging and discharging, and counting issue. Even with a narrowing of the field to two operations, however, it was impossible to investigate these in all our libraries, or even in a large number. After a discussion by correspondence, revealing some difference of opinion, we decided to select about twenty-five libraries, as representative as possible of different sizes, different institutions and different localities. The list as finally made up was as follows:—

Public Libraries	State Libraries
New York	New York
St. Louis	Iowa
Pratt Institute	California
East Orange, N. J.	Connecticut
Atlanta, Ga.	Virginia

University Libraries	Subscription Libraries
Harvard	
Syracuse	Mercantile, N. Y.
Oberlin	Athenaeum, Boston.
Kansas University	Mercantile, St. Louis.
Shurtleff College	
Alton, Ill.	
Trinity College	Special Libraries
Hartford, Conn.	Bar Association, N. Y.
Tulane University	Academy of Medicine, N. Y.
New Orleans, La.	
Reference Libraries	Engineering societies, N. Y.
Grosvenor, Buffalo	
Newberry, Chicago.	John Crerar, Chicago.

To the librarians of each of these libraries was then sent the following letter:—

To the Librarian:—

The Committee on Library Administration of the A. L. A. is beginning a survey of simple operations common to all sorts of libraries, especially with a view to finding out whether there is much diversity of detail in them, and ultimately of noting particular methods that seem likely to result in time-saving or in better results. For the moment, however, a mere survey, involving a detailed description of the method of performing certain kinds of work is all that is aimed at. The Committee has selected 26 libraries of very different sizes and types, and yours is one of these. If you are willing to cooperate, will you kindly send at once to the chairman a description, in as minute detail as possible, of the following operations:

Accessioning  
The counting of issue  
The charging of books  
The discharging of books

Please describe each step of these operations seriatim and in detail, not omitting such as are purely mechanical, and noting points where different assistants would be apt to act in different ways. A description of the operation of accessioning in the New York public library (Reference department) is enclosed as a sample.

If you can not do this, please notify us immediately, that another library may be put on the list in your place.

Yours truly,  
ARTHUR E. BOSTWICK, Chairman,  
HARRY M. LYDENBERG,  
ETHEL F. MCCOLLOUGH,  
A. L. A. Com. on Administration.

Sooner or later we obtained the desired data from 20 of the 26 libraries to which this letter was sent. Only one, the Grosvenor Library of Buffalo, returned no answer. Five declined on various grounds. The California State library wrote to us: "We do not feel satisfied with our present arrangements and do not believe we are in a position to offer any suggestions that would be of service in connection with this investigation." The Mercantile library of New York wrote: "We regret that we find ourselves unable to co-operate with your committee in this undertaking." The librarian of Trinity college, Hartford, writes that "with the exception of student assistants the librarian is the entire staff." The senior regent of Shurtleff college, Alton, Ill., writes: "Our building is not yet complete and in the management of the old, we are so nearly without a system that I hardly feel it worth while to try to reply to these questions." The librarian of the New York Engineering Societies writes: "This library \* \* \* has no charging system. Its system of accessioning will be abandoned as soon as possible. I suggest that you enter another library on your list."

Replies such as these seem to imply a misconception of the nature and purposes of a survey. Our object is to ascertain facts, not to gather a selected number of ideal cases.

For these five libraries the following were substituted:

Westminster College, Fulton, Mo.  
Wesleyan University, Middletown, Conn.  
Washington State Library.  
New York Society Library.  
Forbes Library, Northampton, Mass.

These furnished that data for which we asked, with the exception of the Washington State library, which declined. We have material, therefore, from 24 libraries altogether.

The last of this body of data comes to hand just as this preliminary report goes to press, but it is being digested and tabulated and some of the results, at least, will be ready for the Ottawa meeting, al-

though there will not be time for any study of these results or for recommendations based thereon.

The reports from the various libraries will be on file at headquarters at Ottawa and will be accessible to all members of the association who desire to consult them.

Regarding the question of the counting of circulation through traveling libraries, deposits and the like, which has been referred to your committee, we beg to report as follows:—

The sending of books from a library to a school, a club, or some other place where they are to be used or circulated may be regarded in two ways by librarians. It may be held that the sending of the books from the library is itself an act of circulation or that the place to which they are sent for use or distribution is a temporary station of the library, and that sending books thereto is no more circulation than if they were sent to a library branch or delivery station. Obviously, if the former view is accepted, no use that is made of the book after it reaches the station can be recorded by the library. When we have lent a book to a reader we do not inquire how many persons in the family use it or whether a neighbor borrows it. The library borrower is responsible for it and it simply counts as one in the issue. But if the place to which it goes is to be treated as a station, then the use of the book at or from that station is part of the library record. If it is used in the school, club, or other place where it is deposited, such use is not circulation, however, but hall or library use, as if it had been used in a branch library. If it is issued from the station for home use, such issues, and every such issue, is properly counted with the circulation.

It seems to your committee that the second of these alternatives is the one that should be recognized, both from theoretical and practical reasons. The sending of a collection of books to a place where it is to be used resembles much more

closely the temporary transfer of such collection to a branch than it does ordinary circulation. Practically also, it is desirable to take account of whatever use is made of the books in such places and logically this can be done only on the second theory.

On neither of the theories is it allowable to count the original sending as one issue and then to count or estimate issues from the station; or to count uses in the station as home issues.

Some libraries report that they are unable to secure proper statistics of use at the station and that they must therefore either count the original issue or guess at the use in some way, or fail to report it at all. In cases of this kind, whatever is done should be made plain by a note in connection with the published statistics.

To recapitulate, we recommend:

(1) That the act of sending books from the library to a station of any kind, no matter how temporary, be not regarded as an issue to be counted in the circulation, although separate account of books thus sent should be kept and may be published if desired.

(2) That books used in the station be counted as hall or library use and that books issued from the station be counted as home use.

(3) That where it is found necessary to depart from this method in any way, such departure be plainly stated in a foot note to the published report.

All of which is respectfully submitted.

ARTHUR E. BOSTWICK, Chairman.

ETHEL F. MCCOLLOUGH,

HARRY M. LYDENBERG.

#### (Supplementary Report)

As a supplement to that portion of its report which has already been presented, your committee now submits the following preliminary tabulation and discussion of results. As is usual, in such investigations, our questions have not been interpreted in the same way by all to whom they have been addressed. Supplementary questions must therefore be sent out in many cases and these must be framed separately for

each case. This will be the next work of this committee, should you see fit to continue it as at present constituted.

Your committee trusts that it is clearly understood that it does not desire to infer from the extremely small proportion of cases discussed anything that should be properly inferred only from a large number of cases. Facts are stated numerically, but no numerical conclusions are or can be drawn. At this stage of the investigation no recommendations at all can be made.

#### Accessioning

The material received varies so much in respect to the items reported upon, and the fullness with which each step is treated, that a second questionnaire must be sent out before there can be any uniformity of tabulation. For example:—

One librarian writes us, "We keep no accession book for ordinary circulating books, only for expensive art books" and fails to state what items are entered.

Another reports that "the books are accessioned, each separate volume being given a separate accession number" but does not say whether an accession book is used or not.

Two librarians write that "the Standard A. L. A. Accession book is used" and leave us to infer that every column is filled in.

And two assure us that the promised material will be sent in soon.

It is interesting to note, however, that only two libraries, the Boston Athenaeum and the Forbes library, use the Bill Method of accessioning. The other libraries all use an accession book, but differ widely in the number of items entered; for example, one library enters only author, title, source and price, and another has an accession book printed for its own use, including columns for the following: Date of entry, accession number, place of publication, publisher, date of book, size, class, additions classified (including a column for each of the main classes in the D. C. system, one for fiction, and one for juvenile books), volumes bought, volumes received as gifts, peri-

odicals bound, pamphlets bound, the language of the book (4 separate columns marked Eng. Ger. Fr. and Other), source, publisher's price, discount, net price, binding, remarks.

The majority of libraries reporting, use the A. L. A. standard accession book or the condensed form of the same.

#### Libraries Using Book Method

##### Atlanta.

Bar Association of N. Y.

East Orange.

Iowa State Library.

John Crerar Library.

Kansas State University.

Kings County Medical.

N. Y. City Circulating Department.

N. Y. City Reference Department.

N. Y. State Library.

N. Y. Society Library (accessions only expensive art books).

Newberry Library.

Oberlin College.

Pratt Institute Free Library.

St. Louis Mercantile Library.

St. Louis Public Library.

Syracuse University.

Tulane University.

Virginia State University.

Wesleyan University.

Westminster College.

#### Libraries Using Bill Method

Boston Athenaeum.

Forbes Library.

#### Charging and Discharging

The data contributed on this subject are so uneven and varying that any accurate and minute comparison is impossible at present. The functions that constitute a charge or discharge are variously regarded by different libraries. The eighteen libraries forming the basis of this study, with a note of their charging systems, may be roughly arranged in the following groups:

##### College or University Libraries

Oberlin. Double file. Borrowers' file and book file under date.

Syracuse. Double file. Borrowers' file and book file under call-number.

University of Kansas. Double file. Borrowers' file and book file under date.

Tulane. Single file. Book file under class.

Wesleyan. Double file. Borrowers' file under date and book file.

Westminster. Single file. Book file under date.

#### Public or Circulating Libraries

Boston Athenaeum (Subscription). Double record. Borrowers' file and book record under date.

Carnegie Library of Atlanta. Newark System (no details).

East Orange Public Library. Newark System (many variations).

Forbes Library. Browne System.

New York Public Library. Newark System.

Pratt Institute Free Library. Newark System.

St. Louis Mercantile Library (subscription). Browne System.

St. Louis Public Library. Newark System.

#### State Libraries

Iowa State. Reference. (Uses temporary slip when a book is issued for home use filed under date.)

Virginia State. Double file. Borrowers' file and book file by titles.

#### Reference Libraries

Newberry Library.

No attempt has been made to study the charge or discharge of books for library use.

#### Society Library

Medical Society of King's County. Borrowers' record.

Reversing this arrangement and grouping under charging systems, we have:

Newark System—6.

Carnegie Library of Atlanta.

East Orange Public Library.

New York Public Library.

Pratt Institute Free Library.

St. Louis Public Library.

Syracuse University (modified).

**Browne System—2.**

Forbes Library.

St. Louis Mercantile Library.

**Double File—Borrower and Book—6.**

Boston Athenaeum.

Oberlin College.

Syracuse.

University of Kansas.

Virginia State Library.

Wesleyan University.

**Single File—Book File under Date or Class—3.**

Iowa State Library.

Tulane University.

Westminster College.

**Borrowers' Record—1.**

Medical Society of County of Kings.

It is evident from this tabulation that libraries of the same character use the same systems—identical in their essentials but different in detail. College libraries and those whose use corresponds to that of a college library find with but two exceptions a double file useful—one of borrower and one of books—the latter varying greatly in arrangement, owing to the distinctions between students and faculty.

A résumé of the college and state systems studied follows:

**Iowa State.** When book is issued, assistant copies the call number from the book plate upon a manila charge slip, then adds the name of borrower and her date of loan. Charge slips are deposited temporarily in a drawer, and next morning are arranged by call-number and filed in the charging tray. There are no fines; books are issued subject to call. The first of each month the tray is examined; all slips bearing a date a month old are taken out, compared with the shelves to ascertain if the books have been returned, and shelved without being discharged, and with the shelf list, to verify the call number; at which time the author and title are copied on the reverse side of slip. Notices requesting the return of books are filled in with the author, title and date of loan, and sent to borrowers. Date of notice is placed on charge slips with colored

pencil, and the slips refilled in tray. In discharging books, the slips bearing corresponding call numbers are taken from tray and destroyed.

**Oberlin College.** Charge. Book pocket contains two cards, one white, one pink with author's name, title of book and call number and accession number. Borrower signs name on both and leaves on desk. Dating slip with date of issue is put in book pocket. Assistant stamps both cards with date of issue—filing white cards by call number under date and pink card alphabetically with borrower's card under borrower's name. These are ultimately divided into two files, the "day file" and the "long file," the latter including books drawn by professors and others privileged to retain them more than two weeks. When book is returned dating slip is taken out and saved for future use. Book is checked off by finding book card in file and borrower's name is checked from that. Pink card is then withdrawn from borrower's file.

**Syracuse University.** Borrower's cards are kept on file by serial number. When a book is issued its call number is written on borrower's card and date of issue stamped on it and on dating slip. Book card is stamped with borrower's number and date of issue. Borrower's card is filed under number and book card filed by call number. When book is returned book is checked off, date on borrower's card stamped with date of return and the card put in regular file of borrower's cards. (The book card system itself seems to be the Newark).

**Tulane University.** Borrower makes out a temporary book card which is filled out with the book data, his name and address and date and is filed by class. When book is returned temporary book card is destroyed.

**University of Kansas.** Corresponds to Oberlin except that book card filed with borrower's card is not signed or dated and that the single file is by class. Has two files—one for students under date and one for faculty under name. Books are

discharged at students' leisure by checking off.

**Virginia State.** Borrowers' file and book file of temporary book cards alphabetically under title.

**Wesleyan.** When book is issued a manilla slip is written giving name of borrower, call number, author and title. The date due is stamped on dating slip in book. Slip is placed in box and next morning a second slip is made from it giving call number first, then author, title and name of borrower. Date due is then stamped on both cards. First card (borrower's slips) are filed (by date if student, by name, if professor). The other slips (book cards) are filed alphabetically under author. Book is discharged by checking off—both slips being withdrawn from issue and presumably destroyed.

**Westminster.** No students' cards. Permanent book card—stamped with date and borrower's name. Date stamped on book pocket. Cards filed under date. Assistant discharges at leisure by checking off.

Public or circulating libraries prefer the Newark or Browne system—the majority the Newark:

**Boston Athenaeum.** Corresponds to Oberlin save that day of year instead of day of month is used for dating. That one slip is filed in borrowers' case with information relating to borrower's assessments, etc., instead of with borrower's card, and that the single file is by author. When book is returned date of return is stamped on book slips when book is checked off.

**Carnegie Library of Atlanta.** Newark system, using slots in desk to sort cards. No details of checking off.

**East Orange.** Newark system, using colored book-cards to distinguish classes. Magazines and four weeks' books not stamped on reader's cards. In children's room non-fiction not stamped on reader's card. Books checked off near charging desk.

**Forbes Library.** Browne system. Borrower's pockets filed numerically under each letter of alphabet in order of registration. Fiction and non-fiction pockets

kept in separate file. When book is issued borrower gives his number by which his pocket is found. Book card is taken from book pocket and put in borrower's pocket and date of return is stamped on book pocket. Book record is kept by arranging under date, book cards in pockets alphabetically under author and title. (Details of information on book card not given). Book is discharged by withdrawing book card from borrower's pocket and transferring to book pocket. Recent books (last two years) are evidently discharged and shelved at once. Others three times a day. Empty borrower's pockets are filed throughout the day.

**New York Public. Newark system.** Book card has author's surname, title of book, class number and accession number. Various colored book cards are used to indicate various classes. Assistant makes hurried examination of book to be issued and copies borrower's card number on book card and stamps date with dating pencil on reader's card, book pocket and book card—the latter to be done at leisure if there is a rush. Puts borrower's card in pocket and gives books to reader. Book card is dropped in proper slot in desk (ten slots indicating the ten classes). Book cards filed under date of issue by class author and accession number. Book cards for foreign books are arranged alphabetically after book cards in English. When book is discharged, assistant checks off book comparing date of card with that of book, examines book for damage and then cancels date on reader's card, restoring card to reader. (Note. It hardly seems that this checking off before cancelling date on reader's card can be done except in a very slack hour, and must cause annoying delay to reader). Books are then placed on truck to right of assistant, later revised and shelved.

System has many exceptions, one of which is to write reader's card number on dating slip as well as book card. Others are the writing of Special or Sp. on book card, opposite card number to indicate the privilege of extended time to special card-

holder, as well as on dating slip. In this case, call number or accession number is written on card (presumably reader's card) and the use of branch initial on reader's card to show card issued from a branch other than that from which book is borrowed.

This library uses a reader's receipt file for books returned without card—a slip giving name, address, card number, class number, date of issue and return. This system with variations is also in use in the St. Louis public library (called the "write-ups") and also in the Pratt Institute free library and supposedly many others.

**Pratt Institute Free Library.** Newark System. Uses different ink pads for fiction and non-fiction, and dating pencils. Puts book cards into slots in desk; fiction, non-fiction and teachers. Stamps dates first and then writes card number. Uses different ink pad for discharging. Charging and discharging (including checking off done at same desk) done by same assistant except in a rush hour. Checking off however is done at assistant's leisure—that is, the reader's card is stamped off before book card is found. Book cards are filed by class under date. Keeps a separate renewal file.

**St. Louis Mercantile Library.** Browne system, with separate reader's identification card, seldom used. Uses blue reader's pocket for fiction, salmon color for non-fiction, and manilla pockets for pay duplicates. Book card corresponds in color, except in case of regular books issued as extras. Book card has Cutter class number, author and title. Assistant stamps date due on dating slip and book card which is placed in reader's pocket. Pockets are put temporarily in tray near issue desk and later filed by class, under date due. Books are discharged by charging assistant at charging desk, by taking book card from pocket and slipping it into book. Empty reader's pockets are constantly being filed in regular reader's file.

**St. Louis Public Library.** Newark sys-

tem. Different colored ink-pads for seven day and fourteen day books and for discharging. Reader's number first written on bookcard, then book card, dating slip and reader's card stamped. Reading-room books charged on slips filled out by reader. Two books generally are issued on one card but "Additional Books" stamped on reader's card entitles cardholder to a greater number of volumes, of non-fiction, usually six. This privilege is granted to educators, social workers and others engaged in serious study, at the discretion of the head of the circulation department.

Discharging is done at a separate desk in the usual way, receipts being filed for books returned without reader's card. Books are placed on a truck and checked off by a special assistant.

#### Society Library

**The Medical Society of the County of Kings**—Uses a borrower's receipt, giving author, title, accession number and borrower's signature. These receipts are filed by borrower's name. When book is returned, it is discharged by stamping date of return in receipt and placing in file of cancelled loans.

The libraries using colored book cards to denote the classes are:

East Orange Public Library.

New York Public Library.

St. Louis Mercantile Library—colors simply indicating fiction or non-fiction.

Those using colored book cards for their double file (borrower's and book) are:

Boston Athenaeum.

Oberlin College.

At the time of book's issue bookcards are dropped into a drawer through slots designating classes of the books issued by the following libraries:

Carnegie Library of Atlanta.

New York Public Library.

Pratt Institute Free Library—designates fiction, non-fiction and teachers.

Libraries using temporary bookcards,

filled out at time of book's issue by borrower or assistant:

Iowa State.  
Tulane University.  
Virginia State.  
Wesleyan University.

Libraries using a borrower's record for privileged classes (professors, etc.) and a time record for students:

Kansas University.  
Oberlin University.  
Syracuse University.  
Wesleyan University.

Cards identifying the readers appear to be required by all the libraries save Westminster. These vary—those of the Boston Athenaeum, Medical Society of County of Kings, apparently taking the form of a subscription entry while the St. Louis Mercantile Library issues one as an identification card, which is seldom called into use.

Libraries using borrowers' cards in a file at the library to indicate what the reader has out, are:

Oberlin.  
Syracuse—call numbers of books are written on students' cards.  
University of Kansas.  
Virginia.  
Wesleyan.  
Tulane.

Those using a borrower's card which remains in the possession of the borrower, while he has books from the library, to indicate number of books out, date either of issue or when due, and a date of return are those employing the Newark system:

Carnegie Library of Atlanta.  
East Orange Library.  
New York Public Library.  
Pratt Institute Free Library.  
St. Louis Public Library.

Syracuse uses the Newark system but retains cards in borrower's file (under borrower's number) at library.

As regards the discharge of books, the use of the Browne system presupposes a complete discharge of the book, in case of a borrower taking another at the time of its return.

Libraries retaining borrowers' cards at the library discharge at their leisure.

Where the Newark system is used (with the exception of the New York public library) an incomplete discharge is made at the time of the book's return—consisting of the stamping of the date of return on reader's card. It is obviously impossible to delay a reader while book is checked off. Checking off is then done at leisure either at charging desk by desk assistant or special assistant appointed for that work.

#### Counting of issue

The eighteen libraries reporting on this subject may be grouped under the following heads:

#### Public or Circulating

Boston Athenaeum (subscription).  
Carnegie Library of Atlanta.  
East Orange Library.  
Forbes Library.  
New York Public Library.  
Pratt Institute Free Library.  
St. Louis Mercantile Library (subscription).  
St. Louis Public Library.

#### College or University

Oberlin College.  
Syracuse University.  
Tulane University.  
University of Kansas.  
Wesleyan University.  
Westminster College.

#### State Libraries

Iowa State.  
Virginia State.

#### Reference Library

Newberry Library.

#### Society Library

Library of the Medical Society of the County of Kings.

Eight of these libraries record statistics of reference use:

Newberry.  
New York.  
St. Louis Public.  
Syracuse.



Tulane.  
 Virginia State.  
 Wesleyan.  
 Westminster.

The following do not include reference use on their statistics sheets, although in some cases it is probably kept separately:

Boston Athenaeum.  
 Carnegie Library of Atlanta.  
 East Orange.  
 Forbes.  
 Pratt Institute.  
 St. Louis Mercantile.

The Medical Society of the County of Kings and Oberlin College library make no record of reference use, but the latter records daily and monthly attendance.

Four libraries keep no record by class:

Boston Athenaeum.  
 Medical Society of Kings.  
 Wesleyan.  
 Westminster.

The following count the circulation on the day of issue:

Boston Athenaeum.  
 Newberry.  
 Pratt Institute.  
 St. Louis Public.  
 Virginia State.  
 Westminster.

In all the other libraries it is counted next morning, save in Kings County Medical, where only an annual count is made.

East Orange and New York use colored bookcards to indicate the various classes; St. Louis Mercantile uses different colors for fiction, non-fiction and pay-duplicates, and Tulane uses a colored slip for reference requests.

Two libraries, Iowa State and University of Kansas, report that no record of issue is made.

#### Public or Circulating Libraries

Boston Athenaeum. The manilla cards forming the author record are counted at night and the number is entered in a book. There is no entry by class and reference use is not reported.

Carnegie Library of Atlanta. Issue is kept in three groups for fiction, rent or

pay collection and classed books. The latter are arranged under class numerically or alphabetically. Fiction and rent collection are alphabetized and all are counted on the following morning and entered on a daily sheet, juvenile issue being counted separately. No report on reference issue.

East Orange. Colored bookcards are used here to indicate different classes. The issue is counted on the following morning and arranged according to the Dewey Classification and entered in a statistics book. No report on reference issue.

Forbes. Counted by groups of classes.

New York Public. Colored bookcards are used here. Adult and juvenile issue are counted separately on the following morning:

1. By Dewey classes, issues in each class being added together to obtain the total issue in each group and the two groups then added for the grand total of the day.

2. By language.

3. Poetry, periodicals and music are counted separately as well as with their respective classes.

Reference books are charged on slips, signed by the reader, the number of volumes issued being noted on the upper right hand corner. At the close of the day these slips are counted twice, first by readers and second by volumes.

Pratt Institute Free Library. The daily issue is counted on the day of issue and arranged in four groups—fiction, non-fiction, teachers and renewals, and entered on manilla slips which are divided into spaces for the ten Dewey classes and also for languages, duplicate pay collection, summer issue, delta and double star, the last two being special collections. These totals are all transferred to a daily statistics sheet. A reference record is not reported on, but is undoubtedly kept in some form.

St. Louis Mercantile. The issue is kept in seven and fourteen day trays and arranged by class, salmon colored cards be-

ing used for non-fiction and blue for fiction. Before the library opens in the morning the issue is counted and entered in a book under classes (Cutter). Reference record is not reported.

**St. Louis Public.** Issue is kept in trays, separated into groups for seven and fourteen-day fiction, the ten Dewey classes and (in summer) vacation issue. At night it is counted and entered on a statistic sheet, under the same heads. Reading-room issue is entered on the same sheet, also by class. The home issue is then separated by date, seven-days in one alphabet and fourteen-days in another, and arranged by author and accession number not class. This arrangement, by affording but one alphabet in which to search for a book due on a given date, reduces the opportunity for mistakes to a minimum. Three-day magazines are inserted with seven-day cards under the correct date. In the morning the circulation is revised for errors in alphabeting and also for illegible charges which are traced by means of a number, assigned to each assistant.

Reference use is entered on a form divided into four columns for main reference room, art room, technical department and totals. The entries are by class and the number of volumes given to each reader noted. All records are transferred the following morning to a permanent statistics book.

#### College or University Libraries

**Oberlin.** The author cards are arranged at night under date of issue by classes, fastened together with a rubber band and placed in the issue tray ahead of all previous circulation. In the morning they are counted and entered on a statistics sheet under class, then filed in the issue tray. Statistics of reference use are not kept.

**Syracuse University.** Statistics are recorded for home issue, reading room issue and attendance. When the books are charged they are divided into over-night and two week circulation; in the morning these are subdivided into twelve classes and again recorded as charged to students,

faculty or departments. Methods of reporting reference use are not outlined but a record of some sort is made, probably at the discretion of the various reading-room attendants. One of the colleges (Applied Science) reports to the general library only once a year and others monthly. Other departments report only attendance.

**Tulane University.** Every morning charging slips are grouped into classes and counted. Yellow slips, indicating library use are counted in the same manner and then destroyed. Entry is made in a record book under class, library use being recorded in pencil and home issue in red ink directly beneath it.

**University of Kansas.** No record of issue is kept.

**Wesleyan University.** The issue is counted each morning in four groups; bound and unbound (issued to individuals), reserve, or books placed on reserve shelves and seminar, or volumes sent to seminars for temporary use. The last two groups are counted only at the time of issue, their reference use not being noted. Entry is made in a day book under these heads; no count is taken by classes.

Book cards are counted each evening for home circulation, reference books as they are given out during the day. There is apparently no record by class and the method of entry is not stated.

**Westminster.** Counted by class each evening. Reference books counted as issued.

#### State Libraries

**Iowa State.** No record of issue is kept.

**Virginia State.** A blank form spaced for fourteen classes is used for keeping the daily record of books given out both for reference and home use, the distinction being presumably indicated by the use of pen and pencil, although this point is somewhat obscure. At night these totals are added.

#### Reference Library

**Newberry Library.** There are six reference departments, each keeping statistics for men and women, morning and even-

ing visitors and books used, the latter being entered by classes. These reports are drawn up at night and taken next morning to the accessions clerk who enters the figures in a permanent statistical record.

#### Society Library

**Medical Society of the County of Kings.** No record is here maintained of reference use. Home use slips are filed and counted annually to determine the circulation for the year but there is no record by class.

It is evident from the preceding tabulations that the reports of the various libraries are too uneven to admit of accurate comparison. Many points of interest, as the record of reference use, are omitted, although in many cases this record is doubtless preserved.

In closing your committee desires to acknowledge valuable assistance in the tabulation and discussion of the above results, rendered by three members of the St. Louis public library staff, Mrs. H. P. Sawyer, chief of the department of instruction, Miss Mary Crocker, chief of the open shelf department, Miss Jessie Sargent, first assistant in the issue department, and Miss Amelia Feary, of the catalog department.

ARTHUR E. BOSTWICK, Chairman,  
ETHEL F. MCCOLLOUGH,  
HARRY M. LYDENBERG,  
Committee on Administration.

#### REPORT OF THE COMMITTEE ON LIBRARY TRAINING

After correspondence, it was decided at the beginning of the year to make another effort to obtain from the Executive Board an appropriation which would make possible the repeatedly suggested inspection of library schools. Accordingly, such a request was made at the meeting of the Executive Board at Chicago last January, and an appropriation of \$200 was obtained.

About the same time, a request was presented to the chairman of the Committee

on library training, signed by representatives of nearly all the library schools, requesting that the committee recommend a minimum standard admission, length of course, and curriculum for library schools.

To this the chairman replied, calling attention to the reports of 1905 and 1906, in which an endeavor had been made to meet a part of the request, and requesting that the schools indicate in what respects these reports should be modified or supplemented. The replies to this request are most interesting and will be of great service to the committee. When all the schools have answered this inquiry, the replies will be manifolded and the committee will give the request careful consideration. A thoroughly satisfactory recommendation, however, will naturally follow, rather than precede, the contemplated inspection of schools.

A tentative scheme of points to be observed in the proposed inspection has been prepared, and is being considered by persons interested. When their criticisms and suggestions have been received, the committee will consider the scheme. When approved by the members of the committee, and when the committee has found a suitable person to make the inspection, the library schools will be given the opportunity to ask for such inspection, and to the extent of the funds available for the purpose, the inspection will be made.

In the light of the facts obtained in such a careful study of the library schools, it is hoped to make some recommendations which will be of service to the schools, and to the profession.

On account of the absence of the chairman of the committee from the country since the first of February, the work has progressed slowly. For the same reason, this report is submitted without being first considered and approved by the other members of the committee.

AZARIAH S. ROOT,  
Chairman.

# REPORT OF THE COMMITTEE ON WORK WITH THE BLIND

The committee on library work with the blind notes with satisfaction the progress which has been made in the past year towards increasing the production of new embossed literature. The installation of stereotype-makers operated by electricity and of power presses in some of the printing offices means a constantly increasing stock of books for circulation. Most important of all there seem to be indications that a new era is dawning when all America can unite on one point type.

The eleventh convention of the American association of workers for the blind, held at Overbrook, Pa., June, 1911, was marked by one session unparalleled in the history of type discussions, when, during the report of the uniform type committee, the blind themselves contributed \$1800.00 towards the creation of a fund to be used in making scientific tests and experiments to determine upon a uniform system of embossed point print. With the completion of the fund of \$3,000 and the co-operation of certain printing offices, members of the committee have been hard at work preparing tests and making experiments. An outline of the work of this committee appears in the "Outlook for the blind" for April, 1912, (v. 6, no. 1).

Lists of new publications in embossed type as well as lists of magazine articles referring to the blind are published from time to time in the "Outlook for the blind," which is the only magazine in this country especially helpful to workers for the blind. Librarians are urged to place the "Outlook for the blind" on reading tables and among the current magazines and to encourage its reading by the general public, who need educating concerning the best methods of helping the blind.

Helen Keller has said, "I follow with keen interest your efforts to make the 'Outlook for the blind' a success. Nothing is more usefull to the sightless than an intelligent magazine in their interest, setting forth their needs, making known what they can do to earn a living, and advocat-

ing movements of the right sort in their behalf. The 'Outlook for the blind' is just such a publication. The fact that influential and wise persons who have the welfare of the blind at heart favor the magazine makes it all the more valuable. It deserves liberal support from philanthropists and practical workers for humanity."

The Samuel Gridley Howe Society has been organized in Cleveland, Ohio, with headquarters at 612 St. Clair Avenue, N. E. "The plan of this society is to raise funds from local sources to defray the cost of the presswork, the paper and the very simple binding used," in the work of adding to the list of books in tactile print.

The list of publications already issued, in American Braille without contractions, includes titles by Deland, Davis, John Fox, Jr., Van Dyke and others.

The Michigan school for the blind, at Lansing, now publishes a magazine in American Braille, with contractions, entitled the "Michigan herald for the blind," issued monthly except July and August. The subscription price is 25 cents per year.

The Xavier Braille publication society for the blind, 824 Oak Avenue, Chicago, which was organized in 1911, has since issued the "Catholic review," a monthly magazine in American Braille, with contractions, subscription \$1.00 per year.

The Society for the promotion of church work among the blind announces that volumes 1 and 2 of the music of the Hymnal of the Protestant Episcopal Church have been finished and are ready for distribution. Copies may be obtained from Mr. John Thomson, treasurer, 13th and Locust Streets, Philadelphia.

Since the fire in March, 1911, when the New York state library for the blind was almost totally destroyed, the new collection has grown with rapidity and is now nearly as large as at the time of the fire. Miss Mary C. Chamberlain, the librarian, writes, "We hope soon to make the collection larger than it has ever been."

The circulation of embossed books from

the public library of Cincinnati, Ohio, "increased during the past year from 1,400 during 1910 to 3,900 during 1911, which was attributed to the fact that the library society for the blind has provided a catalog in point print, which is sent out."

The reading room for the blind in Washington, D. C., which was discontinued in 1911, has been reopened in the Library of Congress.

During the past year the Perkins institution for the blind has given away about 2,000 volumes in line type to libraries and schools, retaining a sufficient stock of duplicates for use in the circulating library of the school. The new library of the institution, now in course of construction at Watertown, Massachusetts, will be very large and commodious; it will be capable of holding 20,000 volumes, with provision for an extra gallery for 10,000 additional volumes if necessary.

In commemoration of the Dickens centenary, "Great expectations" has been embossed in American Braille.

The committee plans a full report of libraries which are doing work for the blind and will endeavor to secure from them an outline of the work they are doing at present. In addition the special needs of readers will be sought with a view to having the books desired brought to the notice of one or more of the publishing houses. Efforts will be made to secure the establishment of additional libraries of embossed books in states where no such libraries are now maintained.

Respectfully submitted,

EMMA R. NEISSER DELFINO,  
Chairman.

#### COMMITTEE ON PUBLIC DOCUMENTS

Your Committee on Public Documents respectfully reports that two important reports relating to the printing, binding and distribution of government publications have been made and are now before Congress.

The first is the report of the Special Commission on Economy and Efficiency, appointed by President Roosevelt, and

transmitted February 5, 1912, in a special message approving the same by President Taft, which "recommends that the work of distributing documents be centralized in the office of Superintendent of public documents in the Government Printing Office as a substitute for the present method of distribution by each of the departments, offices, and bureaus issuing such documents. The plan does not contemplate any change in the authority which determines the persons to whom documents shall be sent, but only that the physical work of wrapping, addressing, and mailing the documents shall be done at one place, and that the place of manufacture."

The second report is that made by the Congressional Committee on Printing of which Senator Smoot is chairman. This committee was appointed under an act of Congress approved March 3, 1905, and was directed to revise and codify the laws relating to public printing, binding and distribution of government publications. After seven years of investigations and hearings this committee has formulated and presented to Congress a new bill (Senate Bill 4239) covering this entire subject. This bill which makes radical changes in the general printing act approved January 12, 1895, has passed the Senate and is now before the House.

While both reports embody many recommendations and suggestions made by our association and by the librarians of our larger libraries, your Committee on public documents has thought best to delay its formal report until after the discussion at the sessions of the government documents round table, at which time a paper by Superintendent of Documents, August Donath, will be read, and possibly also one from Senator Smoot, who has written that other engagements will prevent him from being present and speaking.

As copies of the proposed bill and the special reports relating to the same have been sent to several librarians, it is hoped there will be a full and free discussion in order that any desirable changes or omissions in the proposed bill may be called to

the attention of the Congressional Committee while there is an opportunity.

Respectfully submitted,

GEO. S. GODARD, Chairman.

The FIRST VICE-PRESIDENT: No doubt all of you have very carefully and thoroughly read the printed report of the Publishing Board, which was distributed at the first session of this conference. It will therefore be unnecessary for me to point out to you some of the very important recommendations, or suggestions, which appear therein, and I mention it at this time merely for the purpose of adding that since the former session, through the generosity of Mr. Walter L. Brown of the Buffalo library, the Publishing Board is enabled to distribute in connection therewith a list which illustrates one of the very strong suggestions, as we think, which appears in that report. You will find this list for distribution at the entrance, and those of you who may care for it, may help yourselves as you pass out.\*

We will now hear from the committee on deterioration of newspaper paper. We have had for the last two years some exceptionally interesting and important reports on that very important subject, and we are glad to know that Dr. Hill will at this time present a supplemental report covering the investigations which he has made during the last year, additional to the facts which he has reported heretofore. Dr. Hill will please report for this committee.

#### PRESERVATION OF NEWSPAPERS

Two years ago a report on the "Deterioration of newspapers" was presented to the American Library Association at the Mackinac conference, and as a consequence the executive board appointed Messrs. Frank P. Hill, Brooklyn public library, Horace G. Wadlin, Boston public

library, and Cedric Chivers, bookbinder, a committee to consider the subject further and report back to the association. As stated at the Pasadena conference last year the committee was appointed too late to make any satisfactory report at that time. This year the report can be only one of progress.

In order to bring the matter more clearly to your minds liberal quotations are made from the 1910 report.

"An examination of old Brooklyn and Manhattan papers showed that in many instances papers published within the last forty years had begun to discolor and crumble to such an extent that it would hardly pay to bind those which had been folded for any length of time. Upon further investigation it was found that practically all of these newspapers were printed on cheap wood pulp paper, which carries with it the seeds of early decay, and that the life of a periodical printed on this inferior stock is not likely to be more than fifty years.

"This is a serious matter and demands the attention of publishers and librarians throughout the country. It means that the material for history contained in the newspapers will not be available after the period mentioned, and that all such historical record will eventually disappear unless provision is made for reprinting or preserving the volumes as they exist at present. The historian depends to such an extent upon the newspapers for his data that it will mean a serious loss if some preservative cannot be found.

"As soon as the condition of the files of the Brooklyn public library was discovered a circular was sent to some of the prominent newspaper publishers asking (1) the result of their experience; (2) whether a better grade of paper was being used for running off extra copies for their own files; (3) what, if any, means were being taken to preserve the files in their own offices. It was hoped as a result of this circular that definite measures of improvement would be suggested. From responses received it is evident that there

\*The list referred to was a reading list of selected books on Greece, prepared with annotated notes in the form advocated by Mrs. Elmendorf in the report of the Publishing Board.

is a desire on the part of the publishers to meet the requirements of librarians and others on this subject; and it is likely that a conference of publishers and librarians will be held in the near future to consider the feasibility of printing some copies on better paper, but the answers showed that no special paper was used and that no means were taken to preserve (by re-printing or by chemical process) those in the worst condition.

"Inquiries were also sent to various manufacturers of paper with no better result. No encouragement was received from this source except that one manufacturer thought that some newspapers were using a better grade, and another, that he had just the paper which ought to be used. It was stated that two New York publishers used a better grade of paper for a few additional copies, but returns from these papers indicate that no difference is made at the present time."

During the past six months the members of the committee have been in correspondence with publishers regarding the possibility of striking off a few extra copies on a better quality of paper, and Mr. Chivers has taken upon himself the duty and responsibility of experimenting with a "cellit" solution prepared especially for the preservation of newsprint paper.

Early in June of this year the committee invited representatives of the leading New York and Brooklyn papers to meet in conference on the subject. The following papers were represented: The Brooklyn Daily Eagle by H. F. Gunnison, the New York American by Jerome Buck, the New York World by E. D. Carruthers, and the Publishers' Weekly by John A. Holden. The object of the conference was stated to be: 1st. The consideration of method of preserving bound volumes of newspapers; and 2nd. The possibility of publishers printing extra copies of the current issue on a better grade of paper for binding purposes.

Mr. Chivers stated that he had not used "celestron" the German product, but had made successful experiments with "cellit,"

an American solution. His investigation proved that the deterioration was due in a large measure to the exposure of the paper to light and air and that by covering the paper with a coating of "cellit" or "celestron" the pores were filled and oxidation prevented. He was afraid, however, that the question of expense would deter most librarians and publishers from dipping the volume page by page in the solution, as suggested in the earlier report of this committee, but expressed the hope that some method would be devised by which it could be used less expensively. Mr. Chivers was of the opinion that since oxidation begins at the edges the life of the paper may be extended from 50 to 75 years if the edges of the bound volume are painted with the solution, and that this treatment could be repeated with the same result. He called special attention to the necessity of binding newspapers as soon as possible after publication so that they need not be long exposed to the air. The desirability of this practice was emphasized by some of the publishers and by Mr. Arthur D. Little, the Boston chemist.

Considerable discussion arose over the question of printing extra copies of current issues on a better grade of paper, and the conclusion arrived at was that there was no practical objection to it, and that it could be done without very much extra cost of time, labor or paper.

The conference developed the fact that there was another drawback to the preservation of newspapers, namely, the poor quality of ink, and that nothing would be gained by using the better quality of paper unless a better quality of ink was used.

Mr. Carruthers, of the New York World, drew attention to the fact that the colored sections of the Metropolitan Sunday papers were destroyed by worms within a short time after publication.

So far as the committee was advised the first and only newspaper in the country to print extra copies on better paper was and is The Red Wing (Minn.) Republican, which furnishes copies of its publication

to the State historical society for filing purposes.

Considerable publicity has been given the subject since the meeting through the American Newspaper Publishers' Association, and several valuable suggestions have been received.

Mr. Gunnison of the Brooklyn Daily Eagle writes:

"I have given considerable thought to the matter of the better grade of paper and have come to the conclusion that the only feasible way is to have rolls of good paper and use that after the regular edition of the paper is run off. As Mr. Carruthers of the World said, this would be almost impossible for some of the larger papers to carry out. The Eagle could do it very nicely because we have a different system of handling the paper and we shall try to put this into operation beginning with the first of the year."

As is well known the Eagle is one of the best newspapers in the United States, so that if anyone is particularly interested in securing for filing purposes a paper which will last for 100 years or more he should subscribe to the Eagle.

Miss Jane Roberts, of Newark, N. J., states that she uses a preparation put up by a Newark chemist and has met with success in its application.

Mr. Conde Hamlin of the New York Tribune sent in the following:

"I did think of one method which seemed to me would be less expensive than the use of a special grade of paper for the printing of a few copies. That would be to take a fine grade of French tissue paper and after separating the sheets which composed the paper to be preserved, covering both sides of the printed matter with this tissue and a fine grade of paste. This, of course, would make the bound volume much thicker but would preserve the paper itself.

"I doubt whether this suggestion is of any value but take the liberty of making it."

It was decided that the subject was of sufficient interest and importance to war-

rant further investigation and the conference adjourned to meet in September. We therefore recommend that the Committee be continued.

FRANK P. HILL, Chairman,  
HORACE G. WADLIN,  
CEDRIC CHIVERS.

The FIRST VICE-PRESIDENT: Inasmuch as the report of the committee contains a recommendation, that recommendation is now before you for action. Unless there are objections, the report will be referred to the executive board for consideration of the recommendations contained therein.

Dr. HILL: Mr. President, I hope we may hear from Mr. Chivers for a moment if he is here.

The FIRST VICE-PRESIDENT: With characteristic thoroughness Mr. Chivers has proceeded with his experiments as outlined by Dr. Hill, and we shall be very glad to hear from him at this time as to what he has found out.

Mr. CHIVERS: The report you have heard deals pretty fully with the subject, and I think the association may be congratulated upon the fact that the publishers of the more or less national newspapers, who would be required to print quite a number of copies, are willing to do it, but that is not the whole of the problem. The difficulty of bad paper and newspaper files will be felt in the future rather with local newspapers, because only a few copies would be required for filing purposes, and the printer would find special printing too troublesome and expensive.

As you have heard, there is a substance called cellit, a solution of cellulose and spirit, into which the paper may be dipped, and thoroughly saturated. The spirit quickly evaporating leaves the paper quite tough. The result is a very satisfactory paper. It is, however, practically impossible to dip so large a surface as a newspaper into this solution. The fibre when wet is too weak to handle; also the spirit in the solution quickly evaporates, leaving a glutinous mass, impracticable to deal with. We understand that oxidation of the paper



resulted from the action of light, air and deleterious atmosphere. If the newspaper for filing were not allowed to be used in the reading room but were set aside on the morning of publication, kept from the light and air, and a board or weight placed upon it, and if the volume were bound directly it was complete, very little mischief would happen. Again, if the edges of the volume were frayed out and this solution of cellit, which is comparatively cheap and quite practical to use in this way, should be painted upon the edges, you would have a newspaper file which would last for a great number of years. How many, I do not know, but the chemist who accompanied me to the British Museum, in conducting the examination of newspapers under the instructions of your committee, could see no reason why the paper should not last indefinitely. We discovered there—because in the British Museum there are more newspapers brought together than in any other place in the world—that newspapers which were left lying about before binding were in a very bad condition in the course of four or five years, while newspapers which had been bound some fifteen or twenty years, of the same kind of paper, were in thoroughly good condition, proving that if you could take care of the paper and not allow it to be exposed to the air there is no reason why even bad paper should not last a very long time. The rule should be made as I have suggested it. In the British Museum there had been no rule, but the exigencies of the binding shop had been consulted, and here and there a newspaper had been bound quickly, and it was all right; and if it had been left about, as some of them were, it was all wrong. That is my practical contribution to the discussion.

Dr. BOSTWICK: I would like to ask Dr. Hill if his committee investigated the newspaper report that it is now possible, or will be shortly possible, to obtain a thin, tough metallic sheet which can be printed upon. It was reported that that had been done.

Dr. HILL: Nothing of that nature came before the committee, Mr. Chairman, but I am sure that at the next conference

some publisher or some commercial house will give us that desired information. I would say for the benefit of those who are interested in this subject, and a great many of us ought to be, that there are extra copies of the first report of the committee on the table for distribution.

Dr. BOSTWICK: I would like to ask Mr. Chivers if he proposes, in applying the cellit to the edges of the sheets, to apply it to the bound volume as a whole, and whether in that case the edges of the sheets would not stick together?

Mr. CHIVERS: No. The spirit very quickly evaporates and leaves a coating upon the edge of the paper. Last year at Pasadena I was able to show the edge of a piece of paper before and after treatment, and dealt with quickly it is not glutinous in any way, and the application is perfectly successful.

Mr. BOWKER: I would like to ask Mr. Chivers if it would not be practical to dip the newspapers by some such process as is used in the development of moving picture films or kodak films. They have rollers which carry the paper quickly through the solution.

Mr. CHIVERS: That occurred to me, but, if you will remember, I said the substance is a solution in spirit, which very quickly evaporates. The rollers might get clogged up in the course of a minute or two.

Dr. ANDREWS: Has the committee ever investigated the process used by the New York State library for the restoration of its manuscripts which came so near total destruction. The result there seemed to be admirable, but the process might be too expensive.

Mr. HILL: I would say, Mr. Chairman, that the committee had two or three letters from Mr. Wyer, the director of the library, but I do not think he mentioned that. He may be able to answer the question himself.

Mr. RANCK: I would like to ask if the committee gave any consideration to the temperature and humidity of the rooms in which the newspapers were kept, as having some bearing on the life of the paper.

Mr. CHIVERS: Some attention was given

to that in the British Museum. The papers are carefully kept. The temperature there does not vary as it does in America. Sometimes it is humid more or less, but it does not vary so much. It is the action, not of the humidity, but of light and air itself upon the paper which produces early decomposition.

May I say in reply to Dr. Andrews that we certainly took into consideration the covering of the newspaper with other paper or some other material, and it is altogether too expensive. The report that I was able to give of the action of cellit meets the difficulty in a better way, and for a fraction of the cost and trouble.

The FIRST VICE-PRESIDENT: On behalf of the executive board the chair is requested to announce the appointment of the following committee on resolutions: Dr. Reuben G. Thwaites, chairman; Miss Mary W. Plummer, Mr. Judson T. Jennings.

The dainty bit of literature which appeared in connection with the first issue of the program and bulletin, bearing the signature of the president of this association, strong and persuasive as it was dainty, renders unnecessary any introduction by the present chairman to the program of this morning. The topics, as you will note, are attractive, they are in the hands of those competent to speak upon them, they grow out of the forceful keynote address at the initial meeting of this association; like the branches from a tree, they are consistent parts of the whole. We will begin by listening to MR. CARL H. MILAM, secretary of the Indiana public library commission, who will speak on

collection of books as they have in their homes, or the library they used while in college. There is no thought in their minds of the aggressive, civic and educational force that we believe the American public library to be.

These men are not found in any one particular class. Business men and public officials may seem to head the list, but there are college professors and presidents, and well educated professional men who are quite as uninformed and indifferent as any others. I could point to dozens of men and women in my own state, high up in educational affairs, and some of whom are officially in close touch with libraries, who do not realize at all what place a public library can hold in community life.

Perhaps the best evidence on this proposition, if evidence is needed, is found in the recent books dealing with civic and educational affairs. In many of them the authors speak forcibly and unmistakably in favor of the public library, and exhibit a knowledge of current library practice that is gratifying to the library profession, but there are other books—not few in number—in which the writers show an entire lack of appreciation of the public library movement.

It is very easy for us to say, when such a condition is brought to mind, that it is the other fellow's fault, that there is no excuse in these days for anybody's being ignorant of the public library movement. Perhaps that is true; but, for my part, I am inclined to wonder if the fault is not with the librarians themselves. They have been so busy working out their own administrative problems that they have not taken the trouble to keep the public informed on the progress made. They have pushed the establishment of libraries—that has been comparatively easy—but they have not yet, to any very great extent, created a public sentiment that insists enthusiastically on generous appropriations.

There is need for some advertising that will take care of this situation. It might

#### PUBLICITY FOR THE SAKE OF SUPPORT

In every community there are scores of intelligent men—men who are well-informed on most subjects—who do not know what the modern public library does, whose conception of it is what might have been expected a generation or two ago. The word "library" to them means such a

emanate from different sources: from the state and national library associations and departments working on the public generally; and from the libraries themselves, individually working on their own communities. Most of the library association publications are professional literature; most of the speeches made under the auspices of the associations are made to librarians and others already interested.

What is needed now, if my reasoning is correct, is a publicity campaign that will cover a wider range. Let its purpose be to give concrete, up-to-date information about the public library to every man and woman who reads, to every individual who is interested in any way in civic improvement or educational affairs. Surely no better way can be found of laying a foundation for liberal library appropriations.

One great need is for popular books and pamphlets on public library work. Dr. Bostwick's "The American public library," is the one available volume of this character; there is room yet for several other publications, shorter, for the most part, and dealing with special phases of library work rather than with all phases. Many people will have to read a short article or pamphlet before they will acquire sufficient interest to undertake a whole book.

The different lines of library work that offer subjects for popular treatment are many. Most of them have been written about for librarians; why can't we have them written about now for the general public? Properly printed and attractively illustrated, a series of books and pamphlets of the sort I have in mind could be used to a good advantage all over the country. Of course, a good deal of the material distributed would never be read, but the fact that little advertising booklets are widely used by business men would indicate that in the long run they do have a good effect.

Perhaps the most promising field is that of the magazines, for practically all intelligent Americans read some monthly or weekly periodical. Some would be reached

by the good literary magazines, some by the so-called family magazines; others read only the trade journals, and a few only religious. All together they offer a medium of publicity that would reach nearly everybody. If we could successfully emulate the people who have pushed some of the great movements like conservation or industrial education we should soon have everybody believing that the public library is a live issue. No other movement offers better opportunities for such publicity, for there is no other institution quite so broad in its interests as the public library.

Why cannot the library associations have a publicity man whose business it would be to get such articles into the magazines, to prepare little booklets such as I have described for the information of the general public, and to do whatever else he can to interest influential men and the world at large in public libraries? This man might also be made responsible for getting library news articles and feature stories into the newspapers. Such articles would undoubtedly do a great deal to educate newspaper readers to a knowledge of library work as it now is, but if they did nothing more than to keep the subject before the people they would be worth while.

There is also a large field open for public speakers. A publicity man, representing a national or state organization, could make himself very useful as a speaker at public gatherings. He could easily secure a place on the programs of many civic, scientific and educational organizations, and by a popular presentation of the public library's service along the line that particularly interested the members, could undoubtedly make scores of new friends for public libraries.

Such a person would be welcome also as a lecturer on librarianship at college, academy and high school gatherings, at chapel and convocation exercises, etc. These talks would have a double value in that they would help to bring good people into the library profession and at

the same time give information about library affairs to students and instructors.

So far as I know, the library profession has never indulged in paid newspaper or magazine advertising. This may be due to the fact that we can usually get all the space we want in the regular news columns free of charge; but I suspect it is due partly to our conservatism, to our fear that paid advertising would be considered undignified. Certainly if the newspapers and magazines are willing to print without pay all that we wish, we need not consider the paid "ad." But if it is impossible to secure the desired space in any periodical free of charge, it might be worth while to buy it.

The paid library advertisement need not be similar to the ordinary commercial advertisement. It could be modeled after the "talks" sometimes used by large corporations and promoters which are meant to create a sentiment favorable toward the company. They should be done in newspaper English and should, of course, be short and to the point. Charles Stelzle, in his "Principles of successful church advertising," says that "One denomination in the U. S. has made a selection of a group of newspapers throughout the country which print regularly an editorial on some doctrinal or ethical theme and which is paid for by the national body." If it is not undignified for a church to do these things, surely it would not be out of place for the public library.

So much for the advertising methods that might be followed by the A. L. A., the League of Library Commissions, or the various state associations and commissions. By such means the attitude of friendliness toward libraries in general would undoubtedly be fostered and an interest in their establishment and maintenance greatly increased. But the librarian of a public library could not rest on this. The proper "taste" for library expenditures—if we may so express it—in his particular town will depend largely on his particular library and his own methods of advertising.

Of course we shall all agree that the best advertisement is satisfied patrons and lots of them, and that without the backing of such patrons, the advertising will do little good; also that special work for the special classes who have most to do with tax levies and appropriations will bring good results.

Almost as important as satisfactory service is a business-like administration. The library management ought to be such that it will command the respect of business men. No amount of mere talk about the need for more money or of the wonderful advantages that will accrue to the city in case an extra thousand dollars be appropriated, will count for anything unless the librarian knows how to talk business. In fact it does not seem surprising that some libraries are poorly supported when one realizes that there are hundreds of librarians who know nothing about their library finances, who leave the money matters entirely to the library board.

Unfortunately, the librarians who are ignorant of the financial condition of their libraries, except their own salaries and the fines, are not all found in the country towns and are not all without library school training.

I know of one librarian in a city of nearly one hundred thousand population who never knows the amount of the library income, for either the current or the past year.

I know of another library, this one in a small town, that has been running for several years on a very limited income although the board has absolute power to more than double the library levy. Recently the librarian, a library school graduate, resigned, because, she said, there was no future. A few weeks later a candidate for the position met with the board to talk things over. She went armed with a p-slip full of figures. She knew the assessed valuation of the town, and the present and possible library income. She knew something about the city finances and whether the town could afford an in-

crease for the library. She had similar figures for the adjoining townships and was prepared to tell how township support might be secured. In fact, she went to the board meeting prepared to discuss the financial possibilities of the library in a business-like way, to tell what ought to be done, how much it would cost to do it and finally, what she would take to shoulder the proposition.

Of course, she was employed. She was employed at her own salary and on her own conditions, and the board agreed to follow out her recommendations.

Such a librarian is a perpetual advertisement for the library of the very best sort. His reputation for a good business administration will win the business men, and his knowledge of city finances will win the respect of public officials and others interested in city government.

The library and the librarian also need a reputation for being interested in all civic improvement societies and other organizations that have for their business the public welfare. Agreeable professional relations with the men and women who are members of these societies will make friends for the library of the best and most active people of the city. The librarian can without difficulty, secure an invitation to address such organizations on matters pertaining to the library and if he is the right sort, he will be allowed to present his cause when he is asking for more money.

The librarian who does all these things ought not to have any great difficulty in securing the money necessary to run his library properly. It will be an added advantage, however, to keep the name of the library before the people. We ought not to be satisfied until everybody knows that there is such a thing as the public library and that it is situated at a certain place. The mere fact that a man knows a thing exists will make him approachable when the time comes to ask his support.

In order that people who do not use the library may nevertheless know something about it and be prepared to play the part

of intelligent citizens when appropriations are discussed, there is need for a continuous series of newspaper articles that will tell, frankly and fully, what the library is doing. These articles should appear as news items whenever possible and should be readable. The librarian who does the largest part of the reporter's and editor's work is likely to get the best results. If the papers are accustomed to getting something from the library regularly, they will be willing to print financial reports and budgets with explanations when the time comes. If for any reason the library cannot get its items printed as news, then the same material can be used in paid "talks" to the public.

Just before time for making the appropriation, comparative statistics can be used to a good advantage, especially if graphically shown with cuts. They can show the smallness of the library income as compared with incomes of other city departments, the lack of growth in library income as compared with the growth of the city, and the appropriation for the library in question as compared with other libraries in cities of equal size.

The newspaper is the recognized medium for all sorts of local advertising. It reaches more people than any other medium and many people who could not be reached in any other way. In advertising the needs of the library, however, where only a comparatively small number of people must be reached, it seems reasonable to assume that the circular letter might accomplish good results. It should be carefully written to catch the attention, beginning with some statement in which the reader is interested, proceeding rapidly to the business in hand, and, above all things, stating clearly at the end, the exact action desired.

It is possible now to get up perfect imitations of individual type-written letters. Such letters with the name and salutation inserted on a machine, and with personal signature, ought to bring results. Those or actual personal letters are the last word.

Any man who has in the background of his mind a knowledge of what the library stands for, a good opinion of the library based on good service and continued publicity, ought to be influenced to definite action by a good personal letter.

The FIRST VICE-PRESIDENT: It is not given to many of us to approach a subject from so many directions as Mr. WALTER L. BROWN, librarian of the Buffalo public library, in grappling with the subject of "The breadth and limitations of bookbuying." His all-around experience will make this next paper one of exceptional value to us.

Dr. Thwaites has kindly consented to read the paper for Mr. Brown.

#### BREADTH AND LIMITATIONS OF BOOK BUYING

One of the first principles of public library management is that of adjusting it to the needs of its public, by whom and for whose benefit and pleasure it is supported by the municipality. Upon this proposition there has been no disagreement, as it is self-evident.

Questions of general policy arise when we attempt to decide what is beneficial and what is detrimental, just how far we may go to supply books for special and limited use, and just how far we may respond to the popular taste in the demand for the expenditure of public funds for pleasure.

The breadth and limitation of book buying should be determined by the needs of the public rather than from the ratings of the books which are being published. We should find the books that are best fitted for the people who are to use them, rather than to try to fit the people to the books which we may consider as the most desirable. The questions so often raised as to the admittance to the library shelves of some books of fiction of doubtful morals or the latest piece of erotic literature seem very trivial when we consider the problems that face us in the broad field of library work. The library is a public enterprise for public good, and not merely a coöpera-

tive scheme for the purpose of obtaining cheap reading, nor a bibliographical storehouse. The important question is whether the books we are asked to buy will serve any legitimate end of library service.

Most of our American cities resemble each other in the exceedingly complex character of their population, each of whose varied elements has more or less claim on the services of the public library. While it is not possible to classify definitely the residents of a city for library purposes, there are certain large groups which we may recognize.

In the first place, the public library has to serve, as libraries of all times have served, those who have had all the advantages of systematic education—those in the learned professions and in other walks of life who have had given to them, through college and university training, a wider vision than that of the average citizen; those who have had given to them at least the knowledge of the existence of the store of accumulated thought and of the records of the past. Upon these more fortunate ones rests the responsibility, in a large measure, of carrying the torch of knowledge and civilization a little farther with each generation. The public library does not pretend to act as a guide to this part of the community, but it must serve as its laboratory and as its source of supply.

A second group which includes a large part of our population is made up of those who have had the advantage of the full course of the grammar school, with the smaller number who have had that of the high school. From this group come not only the clerks in our stores and offices, but men in the more skilled occupations, and also many business men and employers of labor. Some of these are existing through gray, narrow, uneventful, toilsome lives, while others take a large and leading part in all that concerns the life of the community and in the moulding of public opinion. It includes men of many creeds and civilizations, prejudices, desires and ambitions; of many degrees of culture and

taste, high and low; influenced by very different inheritance, associations and opportunities.

Some gain through application most of the advantages of the best training, while others not only fail to make use of, but often practically lose the education the city has given them. For the larger number of this group there are great possibilities for good in the means of education and cultivation which are now being provided by the municipality.

How may the public library best meet the needs of these people, so many and so diverse? How may it give to those who lack it that which will enliven, improve, stimulate and cultivate, creating not only the desire for what is best in life, but supplying the essence so far as it may be gained from the stimulus and inspiration of books? How may we give others the practical knowledge that is needed by them in their varied occupations and activities?

Probably the most potential group in our cities is that large one made up of the children of the immigrants. If they can be lifted by education, if their taste can be guided and directed toward better desires, the help which the library is able to give will act as a tremendous force for good. If these children are left alone to indulge in what is vicious and demoralizing in the life of the crowded sections of the cities, they will become a menace to the municipal life. Their parents have little to give them. The schools have on an average a brief five years in which to influence these children, but they do send them out with the power to read English. The public library may exert its influence not only during their school life, but if it acquires a hold upon them at that time, it will continue to be an influence for good upon these future rulers of the city.

Is it not possible, in a small way at least, to cultivate their taste and give them some desire to read what is worth while?

The broad base upon which city life rests is still another group made up usually of the newcomers from many

lands. A very large number have little or no education excepting such as their toil has brought them. Many are able to read their native tongue, but all their traditions and all their lore is that of other lands and literatures. We find that many of the more intelligent among them have brought, in addition to their muscular strength, much that might enrich their adopted country if it could find means of expression. They constitute a danger in our life only when lacking the knowledge of our tongue, our ways and our ideals, and when in ignorance of the adjustment of our government by the popular will, they become the prey of the demagogue. He easily gains a blind following among the ignorant by preaching class hatred and a kind of discontent which is unrighteous.

Library work among these people should not only act as a safeguard, but may prove an opportunity for some at least to attain a broader life by awakening the desire for knowledge and the ability to grow which comes with the reading habit and the knowing how to use books.

The public library has not only to carry out its mission to the individuals of these groups as its part in social advancement, but it has to coöperate in the work of betterment with the schools, and with clubs and "movements" and with all manner of philanthropic and social endeavor.

There is no lack of appreciation of this function of the public library and we need not emphasize it any more than the service which it renders promptly and liberally to the scholars and other leaders of the mental life of the community. If we should fail to recognize our duty in either respect, objection would be promptly expressed.

The real value of a public library as a municipal institution can be best measured by its service toward building up a more intelligent, hopeful and happier citizenship.

It is possible to help the immigrant through the writers of his native tongue which bring him pleasure and pastime.

We may even now help him in his material progress in his new home by giving him elementary books in English, from which he may acquire some knowledge of American institutions and American life, and the time may come when we will be able to do far more with great effect by having American books translated into other tongues for this purpose.

We need to help by far the greater proportion of foreigners to acquire English, because it is a tool which all must have in this country for intelligent bread-winning purposes. We need to study the race history of those represented in the population, and we should know something of their conditions before coming to America; something of their education and their mental development. Many sections of our large cities have different problems in the amalgamation of the population and the library should do what it can to help solve them.

A library agency in the neighborhood of these newcomers is a center of real service and helpfulness. No work shows more definite results, or is appreciated more than that which we do among the immigrants and their children, who are often used as go-betweens by the parents and the library.

While there are many agencies at work upon the children of the immigrant, the library has a very important place and much responsibility. No matter what the other demands may be, we cannot afford to neglect these children, and we must make generous provision to get them interested in good books through the schools and the library.

Between the immigrants and their children at one extreme, and the educational institutions and the scholar at the other, there is that very large group of the community made up of the more or less educated people, concerning whose needs and desires most of the questions on book-buying are raised. This is a reading group. A certain part of it consumes tons and tons of newspapers and cheap magazines, the very names of which are

strange in libraries. This is the reading—perhaps the only reading—of many of them, and we find that they go to the newspapers for the stirring and morbid records of crime, for scandal, for gambling news and other sensational matter, and they are reading the magazines for stories of much the same character.

Such readers crave excitement; they seldom read a book for pleasure, and they have never used the printed page for the purpose of obtaining information since their school days. It seems vital that the public library should find some meeting place with this section of the community. The plane of the cultivated reader has no temptation whatever. One must get down to earth to start growth, and the danger of bending down is far less than that of keeping aloof by reason of too high a standard. It is possible to do this without wholly giving up our demand for good quality, and we may find popular books free from vulgarity and from any pernicious influence, which, if properly used, may create a zest for better books when they are offered.

In selecting books of different grades for the purpose of leading readers from the poorer books to the better, we do, of course, put before the readers of the better books a selection of descending quality. Fortunately, however, there is little danger in this, for there is a safeguard in the fact that a taste for the better books carries with it a dislike to those of inferior quality.

It is well to remember also that even the lightest fiction selected by the library is free from most of the objectionable qualities of the reading indulged in by many readers whom we hope to reach.

As we advance in the scale of our readers, the demands upon the library increase. More and more the library is becoming of commercial use. Not only men of the various industries are finding use for the recorded experiences and the advice of experts in their own lines, but business men are beginning to find great possibilities in the use of books as time-



savers and as a help to efficiency. The use of the book as a tool is becoming constantly greater, and the public library, as a matter of course, is to supply all books which may be so used. It is the plain duty of the public library to make known its ability to help its community in these practical ways.

It would seem that wise book buying would result more often through a study of the city rather than from the searching of book catalogs. The public library perhaps more than any other educational institution may receive help from social surveys, social engineering, and the records of commercial organizations.

If a social survey has not been made of our city, we should at least ascertain the elements which go to make up its population. Let us know the types of people to be reached and their numbers. How many Americans of native stock? How many residents of foreign birth? How many children of foreign born parents? What are the races represented—English speaking, Germanic, Slavic, Latin, etc.? What are the social and economic conditions? What are their occupations? What of their education and æsthetic development? These are pertinent questions for the library.

Then let a search be made for the most attractive books for each group, always remembering that there is a place for sound, clear, elementary books on all subjects, and that these should be duplicated freely. Let the business of the community be analyzed. Are there textile, steel or wood industries? What manufacturing is done, and what raw materials are used? What of its markets? What of its transportation? What authoritative material may we find on all these subjects, and how may we make it of valuable use? What is being done in our city for the fine arts; for natural science; for the study of literature; for religious and ethical teaching? How may we coöperate in all this work by supplying the necessary books? Let there be a thorough understanding of how and where good books may be used, and then

let us consider the breadth and limitation of our book buying.

The FIRST VICE-PRESIDENT: One is tempted to linger over the flavor which has been given to the wording of the next topic, "The open door, through the book and the library; opportunity for comparison and choice; unhampered freedom of choice," and if we do not linger longer on this it is because we know that that flavor will be made permanent after listening to the address itself of the speaker, Mr. CHARLES E. McLENEGAN, librarian of the Milwaukee public library.

#### THE OPEN DOOR, THROUGH THE BOOK AND THE LIBRARY; OPPORTUNITY FOR COMPARISON AND CHOICE; UNHAMPERED FREEDOM OF CHOICE

A professor in one of our large universities recently complained that college students of the present day are so woefully ignorant of many things that they could reasonably be expected to know. The exciting cause of the professor's outburst was an attempt to get from his class some information about Chanticleer. He was met by conservative and judicious silence until one youth, who was not quite sure, ventured the opinion that it was a popular song sung by Jane Addams. Of course such an answer would irritate a Chicago man, and justly too, when we consider that Miss Addams is what made Chicago famous.

But the wail of the professor provokes the question: Where do all the scholars and thinkers of the world come from? What keeps up the breed? What is it that fills in the ramshackle, ill-jointed, unpromising frame of much of our school product, and returns us so much of fine manhood and womanhood, and so much of the sound learning and ability of the working world? We must, I think, admit that the world is fairly furnished with men and women, intelligent and useful, whom no college can claim. And every college has its quota of dunces who may never be anything else. My professor

made no discovery of an alarming decadence, for what he complains of has always been true. We should not be pessimistic about youth, and we must be fair to our schools. They make better what we send them, but they have no science of alchemy. Many men and women find their inspiration in schools. But after the largest measure of allowance, it will be conceded that the amount of scholarship and efficiency in the world far exceeds the output of our scholastic plants. There are more of such people than schools produce, and the surplus must be accounted for in some other way. This surplus comes, somehow, from that vast throng who are, in a sense, the forgotten children of modern education—those hundreds of thousands who fall out of the ranks in school days, and yet who persist and find themselves without the help of the schools. It is very fortunate that this is so, for otherwise we might have to abandon some of our weightiest political maxims. The world is governed by proverbs, but as a rule of action, a proverb is as dangerous as dynamite. It is as useful as a club in a political campaign. But Dr. Holmes was right: proverbs should be sold in pairs so that one may correct the other as a counter irritant.

One of the most venerable and mossy of these narcotic saws is that our school systems are the bulwark of democracy. Undoubtedly presidents could be elected on this platform alone, if you could find an opposing party foolish enough to deny it. Yet schools can be the bulwark of democracy only by a confusion of terms, by which we mean that education and intelligence are the bulwarks of democracy. This we may grant; but we are now speaking of something besides the three R's and things that children learn in school. By education and intelligence, we mean the resultant of many forces acting on one point. We may readily admit that democracies like ours have only intelligence with which to oppose the powers that tend to gather at the center or to fly off the circumference.

It seems to me that what we call the education of our schools is a very imperfect instrument for the work it is supposed to do. What do we say first to that fifty per cent of the population who drop out of grammar schools with only the most elementary and inadequate knowledge of the three R's? What has the school given them with which to fight the battles of democracy? It is not only the spur of necessity which drives youth to labor so early. That is undoubtedly one cause. There are also the profound weariness and distaste which come of forever seeking from the textbook page, from the teacher's voice, and from the gradgrind drill for something to awaken the mind where the mind has no interest. Germany has been the first to see this failure of the common school to equip the majority; the killing effect of one sort of training for every type of mind. Witness the system of continuation schools for those who find themselves after beginning the bread and butter work of life. Witness the compulsion of the employer to devote part of the apprentice time to special instruction in the chosen craft. Even the unused moments of garrison life in the army are not wasted. Everywhere the progress of Germany is prolonging the school day in the discovery of aptitude, and in the cultivation of it after it has been discovered. In our English-speaking world we are trying to find the same thing in our trade schools, in our manual training, in our vocational education, in the many things which we perhaps hastily call fads in education. They all indicate a reaching after something which is not now attained; a search for an awakening influence on minds that are now dormant; for something to light the inward eye. In all there is the implication of a need which has not been met. These things are the evidence that the diet of public education is not varied enough to nourish all the children of the commonwealth, to awaken the dormant power for **SOME THING** that lies somewhere in most of humanity.

"The hungry sheep look up and are not fed."

Public education has given long and careful thought to those who remain in school. It is just becoming conscious of the great majority who do not remain—the great majority whom necessity, choice, or lack of adaptation of the school to the child drive yearly into the rough school of life. At present the best that schools do for these is to provide each child with the means of self education—the ability to read. But we are to remember that this is only one of the instruments of education; it is not education itself. It is no discovery, and it needs little observation to point out, that with this instrument of reading, the newspaper, the magazine and the book are the potent educators of our day. They are, or should be, the bulwark of democracy. I am not concerned to discuss this further than to show that what we have vaguely depended solely upon our schools to do, is not done by them, and never has been done by them. For the great mass, our schools give each child the one open sesame—reading. There they leave him to open what doors he can and will.

Before I suffer as a heretic, let me quote a really thoughtful man, Thomas Carlyle, called by a breezy miss in our last civil service examination "the great English apostle of hope." You remember that, in speaking of the origin of universities, Carlyle in his *Heroes* said, "If we think of it, all that a university or final highest school can do for us is still but what the first school began doing—teach us to read. The place where we are to get knowledge is the books themselves. It depends on what we read after all manner of professors have done their best for us. The true university of these days is a collection of books." Possibly there is a little something "proverbial" about this, and perhaps it should be mixed with a trifle of Mark Hopkins on the end of a log. But a collection of books, be it large or small, is a library. That definition still holds, though we may have to include

"skittles and beer" after awhile. It is quite clear that this aspect of a library as a distinct and active factor in education has only of late impressed itself upon the public mind. It marks the library as a vitalized public utility, from which we are to expect more than has yet been received. Even the best of schools has its limitations because of the inflexibility of its courses of study, and it may fail, often does fail, to touch with any spark of living fire. But the library may provide something for every type of mind. The library cannot create mind or the will and disposition to use it, any more than the school can. But where the desire to feed any mental craving exists, it would be a very poor library indeed that cannot satisfy it in some degree. This power of the right book to supplement the school, or even to take the place of it, is not yet comprehended in any fulness in our public education. But it is just in this power of the book that a library has one of its best reasons for being, and it is for this reason that, when the library comes into its own, it will be a most important factor in education. Let us see to it that one door is kept open for those who discover themselves after school days are gone. There are thousands who fail to grasp their opportunities in the way and at the time that schools prescribe that they should. Some of these find themselves by living, by working, by accident it may be, or by any of the infinite ways in which humanity adjusts itself to its surroundings. For them the library is a path into fields of learning, into avenues of power that make all things possible. Here is 'the college of our self-educated man.' There is no mystery about it. It is the natural result of following the inward light. We know that the better part of education is what we give ourselves.

One should not use a single instance to prove a principle. It is not merely bad logic; it is not logic. Yet the fact that everyone who deals either with people or with books knows many such cases shows that the experience is universal. One day

not long ago, as I sat alone in the office, a lad came in. "Mister, do you buy the books here?" I admitted complicity. "Will you buy one that I want?" I asked what it was. "Chickens." To cut the story short, I asked him to sit down and we talked about chickens, for I am something of a farmer. I found that he had read everything in the library on poultry and was hungry for more. He knew the hen intimately. He had mastered the genealogy, the sociology, the psychology, and the "Why" of hens. Furthermore, while he was doing time in school, he was also carrying on a successful chicken business on a city lot, from which business he had wrung two thousand hard dollars, which he had safely in the bank. He had already marked down a little farm near the city which would be his as soon as he had "completed his education" in the grammar school, and then he would make the feathers fly. I am glad to say he got his book, and I added another lesson to the many my boys have taught me.

What is our concern with this lad? He is a type of what I have in mind. I do not value him for his ability to make money. Men make money who aren't worth a cent. I measure him by his value as a producer, by his value to humanity as an example, and by his value to a library as a walking delegate for free and unrestricted choice in books. He is an educated man, joyfully occupied in something which engages every faculty of his mind, which he loves, understands, and has mastered for himself. Your country and mine will be the better the more they can grow of that sort of man. He has made good; he has arrived. And to arrive somewhere, under your own steam, is a great thing in life. You might not get the answer you were looking for, but you could not get a foolish answer, if you asked him of Chanticleer.

Lest I be misunderstood, I repeat for a moment. Schools must be systematized. They must follow a course of study. Unhappily, what is called economy dictates that the young must be herded together

in droves, graded by their ability to do one or two things into groups of presumptively equal power, equal ability to comprehend and to labor, and of similar tastes. It is the best that modern education has been able to do in the schools. Yet every one of these presumptions of equality is false. In spite of the Declaration of Independence, no two people on earth are equal except in their right to live, move and have their being. But on this educational bed of Procrustes each soul of our Anglo-Saxon race lays him down to pleasant dreams. Alas for him whose mental legs are too long, or too short, to fit the couch! Dreams? For some they are nightmares! Just because of this narrowness of public education, because of its inability to touch all types of mind, we have that endless procession, out and ever out, from our schools.

It is not my wish to take a hopeless view of education. There is no reason for taking such a view. I wish merely to emphasize a fact which has always been true, but a fact of which we are just becoming conscious. The problem of education in the days that are coming is to adjust our machinery so that these lost products shall be lessened. In this readjustment the library will have its place as a recognized and systematic factor in "the greatest business of the state."

The open door through the library and the book has a pleasant sound. Yet probably the most surprising fact in actual experience is the helplessness of even intelligent people in using books. The address of Prof. Chamberlain, delivered before this association a year ago, did not overstate the case of the schools. But schools are beginning to meet the issue, and in time they will remedy the conditions for those who are fortunate enough to remain in schools. But always for us will remain that contingent who drop out of school, in days before the school can reach them with this gospel of the book. The school has lost them, and, if ever they find the open door through the book, it will be by chance, or because the li-

brary itself opens the door. It rests with us to proclaim our mission to them. Of course every good library has always taught those insistent ones who knocked at its doors. But the library has been a passive agent of this education, not an active one. A public library, in my judgment, should be equipped with the necessary apparatus to conduct this work systematically, to propagate its own use, to spread the gospel of the open door among the people whom it serves. If this seems a violent innovation, I beg you to consider it from the schoolmaster's point of view, as well as from the librarian's. Here is a great body of people in every community whom other agencies have taught to read, who depend upon reading to return service to the state and to promote their own welfare. On the other side, the library, with the admitted duty of furthering education through the book. Does it not rest with the library to teach persistently, systematically, and by every practicable means, how and where to find what to read? The means of doing this is another matter, but for the expediency of it, and the need of it, examine in any considerable community, the roster of the great correspondence schools, and reflect how many people are groping their way out of darkness toward the light. What people pay for, as they do for this instruction, they want; and what these learners get for their money, they should have for nothing in any public library. When we teach how and where to find what to read, the open door through the library and the book will have some meaning for every man, woman and child who can simply read. All the artificial barriers that stand between the reader and his book will go; the barrier in the book itself will largely be removed, and the library will reach through intelligent choice many of those who are counted down and out by the schools: the thoughtful man who has come to realize the possibilities of his work: the one who has waited long to find his aptitude; the timid; the hesitant; the shy and distrustful; the misun-

derstood; those who see the "dawn of a tomorrow." The procession is endless, and each has his human need, which runs the gamut from utility to the highest joys of life. We talk so much about the struggle for existence that we forget that the best thing in life is just to live. Not all reading is for material profit; some of it is for happiness, and that happiness is purest and most complete which we find for ourselves. It is the discovery of one's own light that brings the abiding joy. What man or woman cannot look back to the inspiration of some finding of his own for which he owes no one but his Creator? These are the finest moments of life.

"Then felt I like some watcher of the skies,  
"When a new planet swims into his ken."

So said Keats upon first looking into Chapman's Homer. To express the rapture of the poet is given only to the poet. But the pure joy of finding for ourselves some of the true and beautiful with which we are in harmony, is reward enough. Whether we look upon our library as a source of recreation, of happiness or profit (and it is all of these) this army, who have fallen out of the ranks in the onward march of education in the school, seem to be our especial wards. To open the door through the book for them is a work worth doing, not as a means of salvation, but as a means of sowing more efficiency and more happiness among men. Ours is not the schoolmaster's task of teaching things: it is the nobler task of showing humanity how to teach itself.

And, while we speak of missions, the library need not take itself too seriously. The world is not looking to us for the salvation of mankind. When all is done that can be done, there will still be those who will not read, and who will follow the primrose path after their natures. There are many agencies in life that work for good and the library is one, not the only one. Our field is clear-cut and well-defined—to extend the use of books. There seems to be a sort of nervous notion abroad that one of the chief ends of li-

braries is to draw a crowd and put a nice book into every hand. I do not know about all these enrichments of our libraries as I read of them. Have books any compelling power over those who merely come into their presence, unless such people love the books or at least wish to read them? Of this I have no doubt: There are enough who care to use our libraries, if we can take away that helpless bewilderment which overcomes those who are cast adrift, without rudder or compass, upon a sea of books. Teach them the ways in which books may be made to yield their treasures. Open that door in youth if possible, and it will be the best possession which youth carries into manhood. But open it sometime, for the real harvest time is when he who wishes to read, reads what he wants. It might be more soul-satisfying to me to hand out to my chicken boy books that minister to more attenuated needs—but what about the boy? Is he not better that he finds for himself in the book what feeds his mind? The glory and power of the library is that he who can merely read, may there find what the in-dwelling spirit asks for. It is good that there should be one place in education where there is no brimstone and treacle, no Mr. Squeers, and no Smikes. "For books are not absolutely dead things, but do contain a potency of life in them to be as active as the soul whose progeny they are."

The FIRST VICE-PRESIDENT: A curiosity which has existed since libraries were first started is about to be gratified. We are to get the answer to the question, "What do the people want?" from MISS JESSIE WELLES, of the Carnegie library of Pittsburgh.

#### WHAT DO THE PEOPLE WANT?\*

If we are to believe the voices in the air the people want some big things, for it is a notable fact that the things most loudly demanded are wanted by a few people for all the people. The socialistic group wants a coöperative industrial sys-

tem for everybody, another familiar group in no uncertain voice demands votes for all, whether we want them or not, and there is a third group to which our president has referred, the members of which think that they see in universal education a panacea for the ills of state and society. Of this group all librarians must be at least ex-officio members while librarians in public libraries must work definitely toward the end which it avows.

How are we doing this? It will not serve to take refuge back of the statement that our only hope for universal education is with the child. We have a duty toward the adult as well as toward the child, and our aim must be not to get people to read books but to get all the people to read the right books, the books best adapted for their individual development.

Are we supplying the right books? For book selection, a well nigh perfect technique has been established, but is technique enough? Knowledge of books and of technique are imperative but the librarian who supplies the right books to all the people must know and understand his fellowmen.

Who are the people whom we are to serve? Do we perchance throw them into one great group and call them the public as distinguished from librarians? Who are we but "the public" to the actor, the artist, the man in the railway office? No, a wise providence has endowed men with a great variety of characters and temperaments, and when environment has further complicated matters, we must try to understand them all. For our present purpose let us group the people on the basis of a taste for knowledge.

Some people are born with a thirst for knowledge, some acquire a taste for it through early training and environment and some must have knowledge thrust upon them if they are to have it at all. Of book selection for the educated if any of these groups this paper does not deal. The subject has been discussed often and well, and while we have no means reached the point where we

\*Abstract.

longer need to study how to serve them, the question is not a gravely puzzling one.

The elimination of the educated brings us down to a study of book selection for the under-educated and the indifferent in the interest of universal education for the benefit of state and society.

Some of these uneducated ones may be found in each of the three groups. Many from the first two groups come to our libraries and should be served thoughtfully and wisely. In many cases the only indication of a thirst for knowledge is an omnivorous appetite for exceedingly poor novels. If they have already devoured many, their taste is probably hopelessly perverted and about all we can hope to do is to hold their interest and eliminate the yellow horror with its debilitating influence by supplying free, easily accessible books of even the lightest grade found upon our library shelves. This is a very slight advance, but it is a step forward. Others of this class if "caught young" can be interested in better literature, and are worthy of our careful thought and the wisest service.

There come also to libraries many in whom the real desire to know is awake but still rubbing its eyes. They must not be confused with that class of people, difficult to deal with in every sphere, who seek to appear wiser than they are, and some personal knowledge of the individual is imperative in order to avoid this mistake. They usually ask for assistance in book selection and great care should be taken in giving it, as it serves well the future of our race to help one of these "derive education," as one such borrower has expressed it.

And now we come to the most difficult group of all, those who must have knowledge thrust upon them if they are to have it at all. These do not come to our libraries, but we go out to them by means of various forms of extension work. We are inclined to take this branch of work lightly, but it is full of potential good for the commonwealth. Here we have the citizen at our mercy, why not see what

we can do with him to help the cause of universal education?

Extension work can be carried on with a small staff, but every worker should be of the best, strong in knowledge of books and of human nature. The book selection for these smaller centers can be based upon some personal knowledge of the individual, and the collection may be made a powerful educational tool. The individual can best be reached through his personal tastes, for the developing of which he does not dream that books exist.

This personal work must be devoid of sentimentality. The worker's motive must be a desire for fair play, and he must not approach the people in a missionary spirit. They do not want to be uplifted by a missionary nor surveyed by a social worker. The only spirit in which we can study their needs is the spirit of good fellowship, with the honest desire to share with others what we ourselves enjoy. We can reach only a few of the people who need help most and books can give them only a small part of the awakening and training and broadening that the state desires for them, but our effort should not be gauged by what we can accomplish. We have to thank previous generations for many benefits which result from their aiming high above their power of achievement, and if by personal study of the under-educated we can raise the standard of their reading in the slightest degree, the general standard of intelligence of the next generation will advance in the same ratio, and this the state finds worth while.

After this paper the session adjourned.

### THIRD GENERAL SESSION

(Russell Theatre, Saturday, June 29,  
9:30 a. m.)

Joint session with the Professional training section. Mr. James I. Wyer, Jr., director of the New York state library, and ex-president of the A. L. A., occupied the chair.

The CHAIRMAN: Your temporary chairman for the morning has but one

compunction in accepting this pleasant privilege, and that is that it inevitably deprives you of the gracious presence of your rightful presiding officer, even though it be only for a few minutes.

Miss MARY E. HAZELTINE, preceptor of the University of Wisconsin library school, will speak to us on

#### THE ASSISTANT AND THE BOOK

The library movement is no longer a crusade, it is a movement of peaceful education. In truth, the library movement is not a movement at all, it is an achievement. The library has come to be a center of personal interest. People, one by one, are the object of our labors. They are to be brought, through the personalities of those who preside over books, into touch with the personalities that dwell within books.

There are many militant movements today, those for universal peace (strange paradox), equal suffrage, labor reform, and for human betterment in crowded cities—great social movements that are being promoted through the vigorous propaganda and the emphatic zeal of their leaders. Over against these dynamic social movements, the library operates as a quiet force, at once personal, intellectual, educational, persuasive but powerful, studying community interests, serving community needs it is true, but accomplishing the work through the individual. These other movements will, after their first victories are won, likewise take on an educational aspect, but they will become strong and far-reaching only as people are touched and served by them.

No cause can be greater than the personality which interprets it. It matters little how proud the ideals of the leaders, or how great the possibilities of the work itself, nothing can really be accomplished except through the vision, ability, and knowledge of those who have actual contact with the public. Technique and method in library work are of less importance than the personality of the assistant, his preparation for the work, his

continued renewing of himself in interest and knowledge, his immediate contact with affairs of the day, and his ability to share his interest and information with others.

If this be true, behind the library must lie a personal force. This must be secured, first, through the personality of those who labor within its walls; then, through the personalities of the books themselves that are ready if permitted, to answer every human need. The vital connection between these depends upon the person that can stimulate a love of books, or arouse a feeling for their need. Are our libraries today manned by such assistants?

The plain matter of fact is that we are still over-technical. For petty details in devotion to routine and technique, we crucify personality; we kill the love of books among our library workers, for there is no time to read, no opportunity to make or keep a real acquaintance with books. Schemes to induce others to read are constantly being devised, red tape is ever being wound around our system of details, professional duties are allowed almost brutally to shut us out from contact with the best in literature. There are too many meetings to attend; too many papers to write; have you ever been obliged to forego an open-air performance of *Electra* at your very door that would have brought interpretation and understanding, because you had to rival Euripides and prepare a paper for the American Library Association? Librarians, alas, take their work too seriously, and too painfully do their duty.

"For each man kills the thing he loves,  
By each let this be heard,  
Some do it with a bitter look,  
Some with a flattering word."

The librarian of the older days was a crabbed and positively forbidding guardian of books. Then for a period of years—and there are traces of this time still with us,—the library worker had the attitude of the clerk, so important seemed the details of library service. Now we are approaching the time when the librarian



shares in the spirit of the social worker. The one big blessed thing that we all want to do (and we are all assistants to the public) is to get people to love the human messages in books, for "Books are not dead things and do contain a potency of life in them to be as active as that soul whose progeny they were." The only way to do this is to make sure that the person who deals with the public knows books—is fairly radiant with book lore. He should not be a rapt scholar absorbed in his own research, nor on the other hand a spiritless, lifeless, or flippant clerk.

Within a decade there has come a change in the tenor of most library reports, most noticeable within the last five years. The emphasis is now largely on the myriad things that are done for the public which require a knowledge of books and the ability to use them for people. This new library service can only be carried forward by assistants who know both books and people. The library assistant is now rapidly becoming a constructive social worker and has the most potent spiritual forces of all the ages at his command.

But in addition to personality there must be education. This is a primary requisite for an assistant. Nothing can supply the lack of knowledge. Where nothing is, nothing results. It is evident that our libraries are recognizing educated assistants.

Mr. Anderson H. Hopkins in his report to the Board of trustees of the Carnegie library of Pittsburgh, said in 1908:

"Near the beginning of the report appears a statement of the names of members of the staff, in an arrangement showing the positions that they occupy. I have long felt that this is not adequate, although it is in accord with the custom of large public libraries in this country. A number of the members of our staff have not only academic degrees, but also degrees or certificates from professional schools, and I believe it would be a good plan for us to set these forth in our statement, as is commonly done in the calendars of colleges. There can be no question that the work done by the staff compares favorably with that done by any similar

professional body and I believe that it would be well to take this step in recognition of the fact."

In the report of the Cleveland public library for 1909 this statement is made:

"An analysis of the preparation of the various members of the staff for their work gives this interesting showing: college graduates, 47; partial college courses, 24; library school graduates, 46."

From the report of the Boston public library for 1909 the following is quoted:

"Three grades of educational qualifications are required. The lowest grade, which includes a comparatively small number of pages, sub-assistants, etc., requires a training equivalent to a grammar school course. The middle grade requires qualifications equivalent to a high school training and familiarity with one foreign language. The third grade, including seventy-seven of these persons, requires qualifications equivalent to those obtained by a college course, and familiarity with two foreign languages. The proper cataloging and classifying of books and the reference work necessary to aid those using the library also requires in many positions much higher qualifications than those which could be obtained by the ordinary college course."

Libraries should secure more assistants with academic training, whose minds have come in contact with the many subjects that reveal the past and interpret the present. We must rely on the colleges for the production of such assistants, that they shall come to us already knowing the sweep of literature on the library shelves, already loving books and knowledge, and filled with their power. Such workers can not help radiating a passion for books. They will make the library a living institution, a center of glowing personality. Of some it can be said:

"Who reads and reads and does not what  
he knows,  
Is one that plows and plows and never  
sows."

It can never be said of the college bred assistant who has been fired with the message of books that he is such an one, but rather, he will sow day in and out that priceless seed of the love of books in the

living soil of human hearts. Because such workers have seen the vision, have walked in its light, they will continue to make books a part of their daily living, never losing the habit of systematic reading, despite the routine and immediate demands of the library.

We have said that the responsibility for supplying this knowledge and love of books a part of their daily living, never answer, however, that they cannot bring to their students in four years this literary culture if they do not come to college with some previous acquaintance with books; and that, if the student must study all the practical, social, utilitarian, and commercially valuable things demanded today, the reading of books is crowded out. Is not then, the responsibility for awakening the love of books for their own sake thrown back upon libraries, and upon the book knowledge of those that serve within their walls? Our book service, of which we have been boasting for many years, ought surely by this time to show results among those whom we have been serving. If the colleges claim that there are few among their students who have any real knowledge of books, should not we count the failure partly ours?

And what is the reason? The assistant who has given the book to the growing boy or girl has done it mechanically, has done it as a clerk has done it without knowledge of its message, and as a result has failed to arouse a love of books, a love of reading. The failure is in the library assistant. We have substituted for training in book values, for appreciation of their literary content, for knowledge of their true worth among assistants a mechanical skill in the handling of books.

The trained assistant must ever keep alert in himself the spirit of knowledge that is in him. In this same spirit and by this same habit, the reading of trained members of the staff must become a contagion and quicken the love of books in the untrained. The library looks then to the trained assistant to come with a knowledge and love of books that shall be re-

tained as his birthright, and used as a talent not hid in a napkin.

Library assistants cannot all be college bred. Many library workers are recruited locally, among those for whom the library itself has been a university. These make up a large body of the assistants who fill important positions in all types of libraries. For their book knowledge and love of learning the colleges cannot be held responsible. The end desired must be secured by the library itself. First, by choosing for an assistant today one who has appreciated the environment of books; second, by encouraging and aiding him to a fuller knowledge of books through systematic reading; third, by creating an atmosphere of books in which future assistants may grow up.

To the average assistant who feels her importance because she is working in a library, librarianship means an ability to do things with the hand, rather than with head and heart. Many seek a library position because they think it involves only neat and easy work, having in mind the purely mechanical and technical side, without a thought of its meaning and strength. The line should be drawn very sharply between those who know books, can think about them, and who can express the reason that is within them about their values, and those who only know their outside, their mechanical care, and the keeping of their records. So we find the responsibility for the book shortcomings of even our best educated assistants at our own door.

It is said that librarians do not know the great life interests, the pervading charm of music, the thralldom of art, the abiding realities of religion, the solace of the out-of-doors; have never sensed the author's heart-throbs which have gone into the books they lightly handle, or gloried in the transcendent mysteries which lie in poetry. How many library assistants really do read books for the joy of it? In how many has this joy been killed; in how many has it never been created? For these is not the library responsible?

Some libraries are already seriously caring for the training of their assistants. In the large city libraries positions are filled chiefly from the training class conducted by the library itself where a graded service has been established and promotion depends upon examination. But much of this training, like all library training, is of necessity technical and professional, rather than cultural. Many libraries further report staff meetings for general discussion of library matters, while a few report such meetings for the general book knowledge of the staff.

From the Dayton, Ohio, public library the report comes that monthly staff meetings have been held since January, 1908, for various stated library purposes, and that the members contribute anything of interest from personal reading which would be suggestive to other members for their own reading, or helpful to them in dealing with the public. Library time is allowed for these meetings.

In 1906, Mr. Dana reported that members of the staff met once a week to discuss library matters in general and to have a report by one of the class on the literature of some assigned subject. Among the subjects reported on were, photography, history of literature, French revolution, French history, travel in Japan, opera, etc.

In 1907, Mr. Brown, of the Buffalo public library reports:

"We have done more staff training this year than was possible before. Round tables are now held in nearly every department, at which methods and books are discussed. To this we can trace habits of greater carefulness and accuracy, a more comprehensive view of the work as a whole, and happier, better service."

In 1908, the report says:

"The staff round tables—the part of our work which keeps us keen and alive as one member expresses it—have been held as usual. At these meetings methods of work and books are discussed and frank talks upon the best means of helping borrowers are given; but the spirit of sympathy and comradeship which results from meeting together as library workers and talking over the work, its purpose and ideals, is really the most valuable and important result of these meetings."

From Cedar Rapids, 1905, comes the report:

"A meeting of the staff has been held on Thursday mornings for the discussion of current events and library problems." In 1908: "The Thursday morning hour has been given to the reading aloud of poems suggested in Dawson's 'Makers of English poetry.' Some time was devoted to Browning and Milton. New books were discussed and current events were considered." In 1909: "The staff has taken up the study of Brander Matthews' 'Development of the drama,' and has read several of the Greek tragedies. Current events and new books were also discussed. In 1910: "The weekly staff meetings have been continued and are most helpful."

The Cleveland report for 1910 says:

"The staff round table continues to meet; this year, more than ever, emphasis has been laid upon a broader and less superficial knowledge of books on the part of the staff, and it is believed that some progress has been made in this direction. \* \* \* All this shows a flexibility of mind on the part of our staff which has made them grow with their work. There has also been the ability of the older members to train and inspire younger and newer assistants."

Constant study is required among those who have attained academic distinction, evidenced in advanced degrees, in record of profound research, in contributions to learned societies and journals, and in published monographs and books. Even teachers in the grades must pass examinations to hold their positions, and excel in order to secure promotion. No one employs a physician who does not keep abreast of scientific and medical discoveries by graduate courses or private study; few listen long to a preacher who does not keep in touch with the spirit of the times. Can it be that the library profession is the only one in which a systematic progression is not generally demanded?

A definite amount of reading should be required of all library assistants. They must not be allowed to stagnate, nor to think that because they live in an atmosphere of books they are exempt from reading. There should be on the part of the librarian a keener feeling of responsibility for his assistants and for their growth in the knowledge and love of

books. Whether this shall be brought about through organized classes, whether it shall be through weekly reading with required reports, or whether it shall be through the subtle influence of the librarian's personality and love of books which inspires and him; or whether it shall be a combination of all these, remains to be worked out by each local institution,—but worked out it must be, unless with our boasted free books, we are to become the by-word and the laughing stock of future generations.

We all acknowledge that the assistant is a most important individual. Have we looked well to his necessary book qualifications and to his continued opportunities for improvement while serving the library? And have we analyzed what these opportunities should be? We say frankly: First, the librarian is brother's keeper of all the assistants. Second, the educated library assistant in creating a love for books, owes as much to his fellow assistants, who have been less fortunate in the matter of education, as he does to the public. Third, that the library itself should become a progressive training school for love of books and reading.

It is the assistant who has caught the message of books, who has heard the gods calling him to celestial heights, who realizes what Robert Louis Stevenson expressed when he said that he felt like thanking God that he had a chance to earn his bread upon such joyful terms—it is such an assistant who makes the library a place where people want to read. And that is the true library whose books are read.

No one has a richer opportunity to be a public servant in all the fine significance of that word, than the assistant to the public in the public library. He may unlock the treasures of the past, for those treasures are committed unto him not for keeping but for sharing freely. This public servant may extend the knowledge of the discoveries and innovations of the present, and thus become an interpreter of the scholar's message. This public servant may match the answering book with

the inquiring mind, the responsive page with the hungry soul. This public servant may lead out the spirit of youth, lift the burdens of middle life, may speak solace to old age through the thoughts and songs of poet and prophet, dramatist and seer. This public servant must be a great personality, either an achieved personality, or a personality in the making; this public servant must be a lover of people, a lover of life, and therefore a lover of books.

The CHAIRMAN: The next paper on the program is by Miss EDITH TOBITT, librarian of the Omaha public library. Miss Tobitt herself, I regret to say, is detained, but she has sent her paper and it will be read by Mr. Frank K. Walter, of the New York state library school.

**TYPE OF ASSISTANTS:  
ABILITY TO DISCERN QUALITY AND  
ESSENTIALS OF BOOKS AND  
POWER TO GIVE INFORMATION  
RATHER THAN  
ADVICE**

When gathering the material for my part of this discussion of "Type of assistants," my inclination turned constantly to another wording of the title, that is, "the value of the book to the public dependent upon the intelligent discrimination of the assistant," so while I shall try to adhere more closely to the original subject than this would indicate, I hope that you will pardon me if I now and then talk on the second title.

"Efficiency in business" has received so much discussion of late that it is a brave person who dares assume the privilege of continuing the subject, but having seen the statement that "the more books of the right kind are read, the more efficient a nation becomes," a librarian naturally believes that the discussion has no end but may be continued indefinitely, for this means not only a supply of the right kind of books but also an efficient distribution of these books.

When speaking of the efficiency of the employees in a library, it would seem that

the same general rule would hold as in other occupations, but this is scarcely true. The people who are served by an institution maintained at public expense expect a higher grade of service than when served by the employees of some private institution or business. No doubt, this is because a higher grade of honor or integrity is expected in the occupant of the office which is maintained for the public good, at the public expense, than one which is maintained for private gain. Naturally the same general rules regarding adaptability, politeness, industry, and various other attributes should be applied to the occupant of any position but in the case of the public servant only the very highest standards should be tolerated.

Aside from the public the librarian's first interest should be in the employees of the library. Again and again the statement has been made to the effect that the "work of getting the right book to the right person falls upon the desk assistant chiefly," but as almost all of the employees of a library are desk assistants at some time during each day, it follows that all of the employees bear almost equal responsibility.

It would seem that the selection of books for the library should have first attention, but books are easy of selection compared to employees, and easily disposed of if not found to be useful, while the assistant must be carefully placed in the department for which she is the best fitted. For taking all of the valuable characteristics of all of the assistants into consideration, there are to be found as many grades of value as there are books in the library. To be able to do the subject of "the library assistant" justice, the writer should have a very thorough knowledge of human nature, a knowledge generally possessed by successful teachers and sociological workers, but not often by the librarian. Such knowledge comes from a kind of experience not easily obtained by a librarian. It is more to a librarian's credit to know thoroughly the members of the staff and consequently be

just to all than it is to have succeeded with any other one piece of work, because perfect justice toward employees will produce the best work for the library.

While the actual work of getting the right book to the right person may fall chiefly upon the desk assistant, the manner in which this is done emanates from those who decide the policy of the library. If those who are at the head of affairs have forgotten or have never realized that the library exists for the people, and that it is maintained at public expense for that purpose, and because of this lack of knowledge maintain an attitude of arrogance toward the people, the assistants will do the same. It is true that an indifferent and unsympathetic librarian cannot always prevent a capable and efficient assistant from doing her work well, yet the lack of efficiency at the head will often discourage capable assistants and will never better the work of poor ones.

In a library of medium size having thirty employees or less it is a comparatively easy matter for the librarian to keep in close touch with the work of the members of the staff and by personal effort maintain a definite standard, while in a large library this duty must of necessity be detailed to others. But whatever the means adopted, every library must have a definite standard of efficiency which bears directly upon the service to the public and although a full knowledge of the technical details of the work of the library are without question necessary, a proper knowledge of the right attitude toward the public is a greater necessity and should receive from the librarian much greater emphasis than the technical side.

The characteristic most to be desired in a library employee, in no matter what position, is that of the self-disciplined and well trained servant who understands the rights of others and what they should expect of him in his position, and who attempts to respond to this demand. These characteristics, if they exist, are inherent but may be more fully developed by experience.

It may be well to outline in a general way what should be expected of the occupants of some of the important positions in a library, for the final outcome of the work will depend upon the librarian's ability to discriminate in the selection of the right persons to fill these positions. For the children's librarian, the first requirement is a knowledge of children and the ability to feel and show sympathy and affection without being sentimental. Many attractions may be introduced into the children's department but the vital things are to know the children and the books. A mistake in the appointment to this position might be more nearly fatal than a mistake in any one of the other departments, for the ability of the children's librarian to discern intelligently those qualities in a book which are right for the child may permanently settle that child's taste in literature. The future well being of the library often depends upon the wise choice of the children's librarian.

A knowledge and love of people may also be put as the first requisite for the head of the circulation department, extending not only to the people who are generally called "the public" but also to the employees of the library. This position may well be considered the most important in the library, next to the librarian and assistant, for from this source the other employees will instinctively acquire the standard for their treatment of the public and obtain their ideas of what is the amount of knowledge of books which should be expected of a desk assistant. The personality of the head of the circulation department and her ability to be helpful and to teach those in her department to be helpful, can do more toward increasing the usefulness of a library than any other one characteristic. The employee given to much detail is not generally a success here. Rather that employee who, by strength of personality, leads others to do good work, is the best. The head of the circulation department has the best opportunity of any one in the

library for making a direct path from the borrower to the book.

Scholarship, without question, must be considered the first requirement for the reference librarian, and if the public is to learn to have confidence in the library as an educational institution, no mistake must be made here. But the scholarship must always be allied with the desire to do service.

Frequently the cataloger appears to the other members of the staff to be so far removed from direct contact with people that it is assumed she cannot intelligently know what the public wants. Except in very rare instances this is a mistake, as has been proved by some of our great catalogs, the makers of which probably rarely waited upon the public. It is the ability to put oneself in the place of the questioner, to have a sympathetic interest in the people, that counts, and also to realize seriously that only by means of the catalog can the public have a true knowledge of what is in the library.

The same general rules may be followed all through the library. Different positions require different qualifications and it rests with the librarian to see that the employee fits the position. If this is not done it will make little difference how good the collection of books may be, the contents of the library will not reach the public in a direct way. The library is what the librarian and assistants make it by their intelligent use of the material supplied.

This may all seem very commonplace. If it is, then why have we not profited more by what we already know? It must be granted that many libraries inherit employees who are not particularly well fitted for the place they are expected to fill. The only thing to do in this case is to put them where they will do the least harm. We cannot expect to maintain an all star cast, but by studying carefully the people in the employ of the library the librarian can generally so manipulate things that eventually the right person will be in the right place.

The program makers asked to have di-

cussed "the ability to discern quality and essentials in books." For this we must have first the student and careful reader who, through the study of various subjects is able to judge the literature of those subjects. It cannot reasonably be expected that library employees will be able to have a first hand knowledge of all classes of literature, but all employees may become reasonably familiar with the names of the best writers on many subjects and the character of their work. It is by means of the various literary tools provided and the ability to acquire a more general knowledge of many subjects by much reading that the library employee increases in value. In this particular part of the work the library assistant gains more by much reading than she does by experience.

It is not my duty to discuss the kind or the extent of the education possessed by those who become library employees. We all agree that this should be the broadest and the most general possible with emphasis placed on literature and history. Most of our assistants enter the library training classes at the close of a high school course, and, generally speaking, librarians do not expect more than this because the salaries which are offered will not attract people of higher education. Therefore, if an assistant is to learn to discern quality and essentials in books some provision should be made by which this knowledge may be acquired in the library after entering as an employee. Just as the librarian is responsible for the attitude of the assistants toward the public so are the librarian and heads of departments responsible for the growth of the efficiency of the employees in this particular phase of library work.

A standard of efficiency must be maintained along this line of education as well as personal treatment of the public, therefore it is impossible to emphasize too strongly the necessity of continuing the education of the library employees after finishing the work of the training class and after having become an employee of the library. It can scarcely be considered

advisable to attempt to give much practice work in all departments to all employees but it should be one of the requirements of the library that provision be made whereby all of the employees in a department shall learn to know the general character and the value of most of the books in that department.

From the library periodicals of England one may gather that there is some rather severe criticism of the assistants in libraries, the general feeling being that a lack of efficiency deprives the public of their proper share of service. I should like to quote from a paper by Mr. John Bar, which appeared in the *Library world* (vol. 13).

"If the library would only adopt a policy whereby a guarantee could be had that the assistants in the library would be taught their profession in a thorough manner, I am positive that the now prevalent lament regarding the apathy and carelessness of assistants would be reduced to a vanishing point, because from observation, I believe that the assistant is the product of his environment; he is what the conditions in the library make him. The policy of the library should be to provide the staff with every opportunity for improvement in general, literary, and technical knowledge. In order to meet the first part of the proposal, the time of the staff should be so arranged as to allow a reasonable portion for private study as well as recreation. And in order to fulfil the latter part—that relating to technical knowledge—the work of the library should be so organized as to ensure that every assistant shall, in a series of progressive steps, obtain an adequate and thorough knowledge of all the practical details of librarianship."

The people of America cannot offer quite as severe criticism of their library employees as this would imply has been offered in England, but the suggestions regarding further education after entering the library, are such as we might well follow.

The second item suggested by the program makers reads "the power to give in-

formation rather than advice." This naturally would come through the ability of the employee to eliminate his own opinion and to put forward instead the opinions of those who are qualified to know. Here again the employee may, by much reading, become more efficient. There is nothing so offensive to patrons of a free institution as to have unsolicited opinions and advice offered by employees. And yet this is a characteristic of the new employee and is prompted not by conceit but by a desire to be helpful and to please. The best way to be helpful in a library, as elsewhere, is to help people to help themselves. In this as in all of the work of the library the standard must be that established by those highest in authority, and ways and methods must be put forward whereby the assistant may know what plan she is to follow.

The ability to be helpful comes by much experience, both personal experience and the experience of others. To quote, "experience is the force which makes life possible . . . and books alone give permanence to the facts of experience." Therefore to busy people in need of the experiences of others, the greatest help comes by much reading.

We may attempt in every way possible to make general rules governing the efficiency of the library staff, and attempt to maintain certain definite standards, both for the sake of the public and in order to keep down the expense of maintenance, but with all this we shall never be able to reach a perfect system, partly because many employees give promise of much, but soon reach the limit of their capacity and cease to grow, and also because of the frequent unavoidable changes.

There is some variance in the minds of librarians regarding the place of the library in a city, but without discussion we must all agree that first of all the free public library is a collection of books maintained for the use of the public. In order that these books may be available the employees must not only give efficient

service, but they must also have a clear understanding of the public.

It has been said many times that a few books in the hands of an intelligent and discriminating employee are of greater value than a large collection poorly handled. The employees constitute the medium by which the books reach the public and it rests with the buyer, the cataloger, the desk assistant, the reference librarian, and the children's librarian to see that these get into the hands of the right people at the right time. It is here that the careful discrimination of the librarian and assistants is necessary.

The average library is much too large to be well used by the public and the employees of the library. In most libraries of 100,000 volumes there are possibly not more than 10,000 which are of real value. If the employees could know the authors, titles, and something of the contents of most of these it is quite as much as may be expected. If the assistant comes to the library with a reasonably good education and something of a desire to add to what she has, and will read regularly of books which are of general interest there is no reason why she should not learn to discriminate quite as carefully in the selection of books for the individual borrower as the assistant who has made a special study of the criticism of literature.

No mention has been made of requirements for special positions in a library. This can only be settled after the employee has shown some fitness for special work. As the library is what the librarian and assistants make it, it rests with the librarian and those in the highest positions in the library to decide definitely on a policy, the result of which shall be prompt and efficient service from the time of the purchase of the books to their final distribution into the hands of the people.

The CHAIRMAN: Next upon the program occurs the paper, "The efficiency of the library staff and scientific management," by ADAM STROHM, assistant librarian Detroit public library.



### THE EFFICIENCY OF THE LIBRARY STAFF AND SCIENTIFIC MANAGEMENT

In conversing one day with the superintendent of one of our local industries where the library is maintaining a station, I learned something of the many provisions devised by the welfare department of the organization as conducted by the social secretaries of the company. From my tour of inspection I have a vivid recollection of attractive dining rooms, an indoor gymnasium with an up-to-date swimming pool, office or laboratory for a medical attendant to administer first aid and attend to accidents of more or less serious nature, architectural plans, free of charge, for prospective home builders, a well selected book collection of popular and technical character, presided over by a representative of the public library, which institution also arranges for bi-weekly noon lectures on popular and instructive topics. On my commending the humanitarian spirit animating the management of the company the prompt response came: "That element enters only as incidental in our policy. It is all a matter of business. We must hold our organization intact. It is important to retain our skilled workmen and we must make it worth their while to remain with us."

If it has been found to be good policy to provide for the contentment and welfare of the human units in an organization where, after all, a large part of the day's work is rather mechanical and of fixed standards, how vastly more important it must be to give a close, generous consideration to the happiness and comfort of the personnel in a library system where the personal service is of paramount importance, where the physical and mental vitality is under constant pressure, where improvement in the day's work is always exacted and where the result yielded to the individual effort is uncertain and often undemonstrable.

In the case of library service, humanitarian regard should weigh equally with

considerations of statistics and output, inasmuch as library work is a service for humanity and its welfare. Those entrusted with the management of libraries may well remember the maxim that "as we do we teach," which, applied to library conditions, may lead us to conclude that whatsoever is done to promote the happiness and best instincts of the rank and file in a library organization, will result directly in instilling in the public service, rendered by them, a spirit of sympathy, ready regard of the rights and needs of the public and an eagerness to serve loyally. Any library management conceived and executed in this spirit may be depended upon for achievements in what is really *library economy*.

I'll endeavor to formulate some suggestions toward effecting such results and I can harbor but feelings of satisfaction, should I be advised later that they have already been practically realized in some institutions.

The question of how to maintain and increase the efficiency of the staff might well be approached from two angles, the physical and the mental conservation of forces.

Dr. Luther H. Gulick makes the statement, that "there are conditions for each individual under which he can do the most and the best work. It is the business of those in charge of others to ascertain these conditions and to comply with them."

We hear so much in our day about scientific management that we may be led to begin inquiring skeptically if its value is not exaggerated in the interests of professional organizers, systematizers, etc.

No working chart for computing the energy of a mental effort or for the increase of its productiveness has as yet been devised but none of us will deny the need of a working plan for the day's work. Else we drift.

According to the new doctrine as laid down by Mr. H. N. Casson, "there is no such thing as unskilled labor, there is an intelligent method for every accomplish-

ment. Scientific management does not mean frenzied production. On the contrary, it individualizes the workman, it means the better ordering of the work for the best interests of both individual and the service. Consequently, it provides for recreation as well as for work. It insists that the individual shall not sag so far down at the end of the day's work that he will not recuperate." This concerns not only expended energy but misdirected energy.

The day's schedule should be so arranged that work requiring the highest mental effort be assigned to the most fruitful hours of the individual, the work so distributed that each individual performs the task he can best do and is most worthy of his highest skill.

Pride in the work under your hand, the sense of doing something worth while, generates the spirit of loyalty and happiness which reckons, not so much with the written library regulations, as with the unwritten law of the service to stand by cheerfully as long as needed.

During the recent years I spent in the East, it was my privilege to become intimately acquainted with one of the most distinguished engineers our country produced during the last half-century. One day when I had occasion to call upon this gentleman, I was directed to proceed from his office to one of the noisiest departments of his extensive mills. There I finally located him seated on an anvil, watching taciturnly the moving throng of busy mechanics. I learned afterwards that the lifelong habit of this philosophic engineer was to emerge from his secluded office and enter the quarters where the "wheels turn around." There he would in his quiet manner ask shrewd questions and enter into conversation with any one whose task or skill attracted him. It is on behalf of the rank and file in the library world that I draw upon this recollection of an industrial organization noted for its resources and efficiency. Invite the confidence of every member of the staff, welcome suggestions, allow your as-

sistants to voice the conclusions their experience and service bring home to them, listen with sympathy to suggestions prompted by loyalty and daily pondering. There are times when we may well forget our official gradings, when it will prove profitable to learn from the members of the crew how our theories stand the test.

The question of hours, salaries and vacations can be answered only in a general way. The gauge by which we examine the running of the human machinery entrusted to us should be read with sympathy, and we should set a pace that we can hold the entire day or the working period of a normal life. Speaking for our own institution, we adhere to the 42-hour weekly schedule with provision for a weekly half-holiday. Evening work should certainly never exceed the number three in any one week and personally I'm leaning toward the more desirable two evenings a week. Where a special evening force is employed the recommendation of course, does not apply.

The restroom and the kitchenette are now so generally established as to be past the stage of argument. These restrooms should be well equipped and no niggardly considerations should stand in the way of making them neat, airy and inviting in order to afford comfort and relaxation. The appearance and atmosphere of the restroom should banish the dull sense of drudgery and evoke the gentler side of life.

The half-holiday and vacation should be provided, not so much because a faithful servant has earned a rest, but because without it life means living at a low level, with the certain result of deadening one's faculties, ambition and alertness, whereas these should all grow with one's experience and work. Certainly a month's vacation in the course of a year is a minimum respite in any professional activity of confined nature and mental concentration. We must consider the weight of the statement made by Luther H. Gulick that, "growth is predominantly a function of rest and that the best work that most of

us do is not in our offices or at our desks, but when we are wandering in the woods, or sitting quietly with undirected thoughts." Those who are entrusted with the responsibility of supervising the daily toil of others should so govern that each individual remains "master of his own work and not its slave."

Just a few words as to the rate of compensation prevailing in the library profession today. In so far as the city of Detroit is concerned, the scale of wages now in operation and adopted some three years ago, was based on the salaries paid in the public schools which seems a fitting arrangement inasmuch as our public library is an outgrowth of, and, as to appointment of trustees, still under the control of the Municipal Board of Education. The professional training and executive skill required in a librarian of today make it seem reasonable that his or her compensation should be fairly at par with the salaries paid in other city departments where professional training is among the requisites, such as Department of City Engineer, City Attorney, Municipal Museum, Superintendent of Public Instruction, Principal of a High School, etc. Our salary schedule based upon the schedule applying to principals and teachers in our local public schools operates in parts as follows:

Heads of departments to receive the same pay as principals of eight room schools.

Branch librarians to receive the same pay as principals of seven room schools.

First assistants to heads of departments to receive a salary corresponding with that of assistants to principals of schools. In the same manner the schedule applies to the rank and file, promotions being given semi-annually, based on seniority and service record.

That this regulation would apply satisfactorily in other municipalities is questionable, as may be deduced from a statement made by one congressman, who, in

discussing the salaries paid the school teachers in the city of Washington remarked with blunt sympathy that "the policemen were paid more to crash the skulls of the children in Washington than the teachers were paid for putting something into them."

To maintain the efficiency of the library staff it is necessary not only to consider the welfare of the individual during his working hours but to provide such material regard for his day's toil that his vitality and enjoyment of life may be conserved by having the means to afford the necessary comfort and social status consistent with our profession.

To consider the importance of personal appearance, neatness in dress in our service with the public is simply to recognize the point of view of the library patron whose opinion is worth while, and how are we to exact this showing of "fine front" if we do not defray the cost thereof?

It is difficult, if not physiologically unsound, to speak about the mental conservation of the library staff apart from its physical maintenance, but in considering the former I would invite your attention to what Mr. P. W. Goldsbury so aptly calls "the recreation through the senses." Mr. Goldsbury remarks, "the importance of our understanding, the wide range of the functions of our senses, the influence of our surroundings and the manner in which they react on our minds." He illustrates his point by quoting the saying that "for horses the hardest road out of London is the most level one. There are no hills to climb and descend, and the tired horse has no chance to rest one set of muscles while another works. Monotony produces fatigue; and because this particular road is one dead, monotonous level, more horses give out on it than on any other road leading out of London." Irresistibly the moral of the canvas before us breaks in upon our individual sense of self-preservation and our responsibility for the welfare of others. For economic as well as for humanitarian reasons it behooves us to so apportion the

day's work that one's senses are exercised one after another and through interchange of duties and tasks, not only one's body but one's mind is given a variety of exercise and impressions. The rotation of duties every two hours in departments where direct service with the public is given, will, I believe, be found to afford some relaxation and wholesome change to attendants on duty, especially so, if the change afford the alternative of stationary position and moving about.

We all know how one's mind, spirit, eye, even nerves are affected by objects within our vision, the feeling of depression that benumbs us when our eyes rest on dingy colors and ugly outlines, when we dwell in gloomy quarters or poorly ventilated rooms. Architects and librarians will find that the efficiency of the human machinery housed within the library walls will be maintained at its best if beautiful effects in color and design of interior decorations are features of the library equipment, if daylight is abundant, furnishings tasteful, atmospheric conditions invigorating—let us sometimes have even the fragrance and color-play of flowers. The capacity of our senses for higher development is nourished by the stimulus from the outside world which brings to us, often unconsciously, mental and physical refreshment and recreation. The occasional relaxation in the day's work contributes to a reasonable mental and physical balance, even the occasional conversation during working hours may well be tolerated, certainly any undue restriction thereof will do more harm than good.

I trust that in siding with the authority just quoted and submitting to you these considerations I will not be charged with implying that "work is to take secondary place." To the contrary:—it is by consideration of the little things, by modulating adverse factors, by dealing in a common sense manner with the conditions surrounding our physical and mental field of daily toll, that we may be able to restore the energy that we expend and not only maintain, but increase, our efficiency.

Our stock in trade, our best assets in library work are the joy of the work and the happiness of the individual. The response from each one of us to the call for ever more faithful and efficient service will come with a hearty good will if our strength be protected—our altruistic visions given time and leisure to go wool-gathering.

The CHAIRMAN: It is well known to all of us that the Province of Ontario has done notable library work in recent years. Under the guidance of a corps of educational and library officials this work has been stimulated and intensified. A great aid too in the work has been the Ontario library association, with a membership, organization, meetings and committee work that correspond favorably with any other library organization anywhere. The conference has not up to this moment had an opportunity to hear in an official way from the Ontario library association, which must of course be numbered among the hosts of this meeting. Dr. C. R. Charteris, its president, is in the room, and the chair is very certain that the conference will not be content without a few words of greeting from the president of the Ontario library association.

Dr. Charteris expressed pleasure at bringing greetings from the Ontario library association, saying they were backed by about one hundred representatives from the province. He was sure that all, whether trustees or librarians would return home with renewed energy and endeavor to increase interest in library work.

The CHAIRMAN: As this point, ladies and gentlemen, the program naturally divides, and we are brought to that portion of it prepared by the Professional training section of the association. The gavel will be turned over to the chairman of that section, Mr. Matthew S. Dudgeon, secretary of the Wisconsin free library commission.

(Mr. Dudgeon takes the chair.)

The CHAIRMAN: Those of us who

are interested directly in library schools, as well as those of you who are more indirectly, but none the less vitally, interested in library schools, feel that we are fortunate that the next subject, "What library schools can do for the profession," should be presented by a man who has not only seen the inside of library schools as a student, but also, as secretary of a state commission, as secretary of the American Library Association, and as librarian of a public library, has seen the needs of the library and has seen what the capacities of the library school graduate are to meet those needs. I will call upon, but not introduce, Mr. CHALMERS HADLEY, librarian of the Denver public library.

#### WHAT LIBRARY SCHOOLS CAN DO FOR THE PROFESSION

For nearly thirty years an invigorating influence has come to library work through the library schools. During that time hundreds of young men and women, selected for personal and educational qualifications, have been given training in the mechanics of library work and have been placed in touch with the best library thought. As a result, fewer libraries have been converted into laboratories for experimental work in technique.

The library schools have been commended repeatedly by this association and their services are too obvious for comment. In considering, however, what they can do for the profession today, we shall assume the role of the devil's advocate and endeavor to point out how they may serve more fully in what they are doing and what they should do that perhaps is not being done. In the time available we can do little more than summarize.

The first library school was founded and conducted in connection with a university library and for several years at least, its curriculum showed the strong influence of university demands. The curricula of the later schools have been modified somewhat, but changes have been unimportant as compared to the traditions retained.

These were carried from the pioneer school to those established later with certain general basic principles which doubtless always will be kept.

For several years a feeling has been sensed, although vaguely expressed that changes and modifications in library school courses were needed. There have been convictions that the schools were not as closely in touch with certain growing activities in library work as libraries themselves were with growing demands and new fields open to them. These convictions have been most pronounced in the schools themselves. As stated by one library school director,—“In some way, the library school should train its students to meet the vital demands that humanity makes upon all who come regularly in communication with people.” The aim of the school seems more clearly realized than the means of attaining it, but efforts are seen in the shifts and changes in curricula. In preparing its students to meet the vital demands that humanity will make, it is evident the schools have concluded this can best be done by additions rather than eliminations from courses of study. The training conducted by the oldest school began with a three months' course which in the second year was increased to seven months and then to two years. Another school, typical of several, has never increased the time period over one year, but has so increased the work required that in eight and one-half months, including vacations and holidays, instruction and examinations are given in forty-three subjects, a minimum of three hundred and seventy-seven hours of practice work is required, and a trip of six hundred miles in ten days is taken when some fifteen to twenty libraries are inspected and reported on.

In these crowded courses of study, the schools should be expected by the profession to prevent its ideals from being smothered in the stress of technical work. The usual incentive to enter library work comes from a love of books but this love will avail little if it be unaccompanied by

a consuming desire that the community also share it. Generalities and pseudo-sentiment concerning ideals have invited ridicule, but no librarian, however reticent or how unrecognized his actuating principles may be, can carry on his work successfully without following the vision which vitalizes his professional life. From 1876 to the present day, this association has cherished its aims and our schools can do no greater service than imparting those guiding principles that the means of work may not become the end.

No institution can create qualities lacking in a student and library schools will concern themselves mainly with the mechanics of library work, which is most difficult to obtain elsewhere. But this instruction may either strengthen or weaken indispensable qualities for librarianship and the profession reasonably can expect the schools to foster such. Three related qualities which should be developed in prospective librarians are: a sense of proportion in library work, initiative and judgment.

When we consider the importance of a proper sense of proportion, should we not congratulate ourselves that the schools are devoting less attention to a particular handwriting and other incidentals, the insistence on which always seemed to belittle the dignity of a great work. Legibility in a medical prescription is more important than on a catalog card, but medical colleges and library schools alike can concentrate their strength on more vital needs.

In expecting the schools to develop initiative and good judgment in a student, it is not suggested that students be encouraged to attempt changes in systems of classification, cataloging and other technical processes which have been perfected by the best library thought of two generations. In such a course as book selection, however, after general principles are presented, cannot students be thrown more fully on their own judgment and their practice work be confined to evaluating current publications? Their conclusions could then

be verified by comparison with selections in the order department. A year's work confined to sitting in judgment on books from five to fifty years old, when these books are known to be desirable through their presence on the shelves, deadens initiative and judgment and makes routine of what should be one of the refreshing pleasures of the work.

One of the profession's needs today is more men—men whose abilities would qualify them for the highest positions in any work, and these the library schools should attract. While many of the most useful and talented library workers are women, the fact remains that the demand for good men far exceeds the supply, yet we find an astonishing shortage in the schools. Even the school most largely attended by men, reports a decrease since the year 1903. More than one school has attracted so few that the presence of a man is noteworthy and there seem to be schools connected with universities where hundreds of young men are preparing for professional life, that have yet to enroll one man student.

Should we not expect the schools to supply more men? Can they not co-operate with the American library association in presenting the claims and rewards of librarianship to young men in the universities? Not only would such presentations interest both men and women, but they would help to dispel many existing mediaeval conceptions of library work which still survive. Our shortage in men cannot be due entirely to the financial returns in library work. The average salary of men in that work exceeds the average in several crowded professions, and yet our greatest rewards are not in money returns. Men may regard the school courses simply as means to an end, and if so, perhaps the means could be made to appeal more strongly to men. It is rash in these days to compare attributes of the masculine and feminine mind, but may we venture to say women, as a rule, have more patience and enjoyment than men in work requiring sustained atten-

tion to details. Do not library school courses, as now arranged, appeal largely to the house-wifely instincts and cannot courses be devised for men who never intend to fill library positions where the exercise of these instincts will ever play so important a part in their work as will problems of administration and questions of library policy. We shall admit that all students should have sufficient training in cataloging for instance, to know good or poor cataloging when met with. But personally I fail to see why a man destined for administrative work should necessarily have to do expert cataloging in order to appreciate it, any more than he would first have to write a book before his judgment in book selection for his library could be relied on.

During the last ten years the library has undergone phenomenal development in its relations with other educational and social forces. Today we must co-operate not only with the public school, but with the social settlement, the juvenile court, and various other special municipal activities. The profession should expect the schools to provide their students with a working knowledge of what the relations of a library to these activities should be, what methods employed bring best results and what some of the problems and possibilities are from such relations. And most important of all, the schools should be expected to provide candidates for library work with a proper appreciation at least of the importance of the library's public relations in general. No mastery of technique or high endeavor greatly avails if the library's public relations be not handled intelligently and skillfully. Rules and regulations are but the written creeds of institutions in the details of loaning books, but back of all of them are the great unwritten laws and principles of procedure, more important than all the printed regulations in existence. Great policies in public relations are being tried and tested today and light on them should be focused through the schools so prospective librarians can see ahead more

clearly. Questions of relations with the public are confronting all who, in the words quoted before, have to meet the vital demands that come through constant communication with people. In the Public service magazine of April, 1912, under the heading "Public relations—the vital problem," the following is taken from the president's address before the Illinois Association of Gas Manufacturers:

"Slowly probably, but surely, the majority of owners and operators of public utilities are coming to the realization that the most important,—the most vital subject with which they have to deal in the management of their properties today, is that of public relations. It used to be that the man who could put the most gas in the holders at the lowest cost, or could generate the most power at the electric or street car plant, was the most important in the whole organization.

"It is different now. The basis of organization has changed and the man who has made a study of public relations—the man who can create and conserve the public good will is given the reins of control."

But should a man wish to make a particular study of the library's public relations before he is compelled to assume the responsibilities accompanying them, he may have difficulty. One school makes provision for special students, but on account of the extra work each additional student makes on the faculty, it is often impossible to enter. Admission depends on available desk room and on condition that the regular classes are not so large as to occupy the entire time of the faculty.

The theory at present seems to be,—give every student a little of everything he may need, as the process of forgetting what he will not use is easier than the work of acquiring it should he need it. We therefore see men destined for control of large libraries, women planning for positions as catalogers in university libraries, candidates for small public institutions, those who will specialize in bibliographical work—all of them differing in natural inclinations, special preliminary

training and professional aims in library life, being introduced to forty-three phases of library work, with instruction in all of them varying from 2 to 101 hours, according to the subject, with at least 377 hours of practice work and a library trip—through all of which the student emerges in eight and one-half months, possibly somewhat bewildered by the process but groping for the ladder up which he is determined to climb.

Cannot the schools do the greatest service to the student and to the profession by abandoning the plan of putting all students through the same square hole? Instead of giving a little of everything, cannot the school give much of what the student will use and nothing of what he can dispense with or what can be got easily outside of the school? Cannot the courses be simplified somewhat to permit this? Entrance examinations are conducted early in June for admission to the school in September. Cannot a study of the history of libraries, the history of books and printing, the reading of library literature on publishing houses and other non-technical work be required of the student during the intervening three months? The literature would gladly be provided by libraries over the country and the three months' reading and intelligent observation in the library by the student before beginning his technical training would be advantageous. Three months' acquaintance and observation of the student by the librarian would make his recommendations valuable to the school.

But school courses as at present outlined cannot be made sufficiently flexible to provide specific training for specific work. Therefore, cannot the schools divide the instructional field between them and concentrate their individual efforts on special lines. This division of work is done most successfully by libraries in large cities.

Such a division would have several advantages. A man loving responsibility and the management of affairs could secure a maximum of definite training for admin-

istrative work and a minimum of work less important in his professional career. A woman under appointment as head of a small public library, would receive a maximum of training for this work and a minimum in the methods and features of work in a college library. One of promise as a cataloger would receive a maximum of technical training made possible through a minimum of time and effort required in studying the problems of a children's librarian.

The objection can be raised that neither the school nor the student can determine his future work and therefore a minimum number of hours in as many as forty-three subjects is preferable as a foundation. But in these general courses as outlined today, there is a great preponderance of work in certain lines. In speaking of the time devoted to cataloging, one school director said, "There is, however, much reason for this, as a large number of the graduates become catalogers and many others enter positions where a knowledge of cataloging is essential."

We shall agree that an expert knowledge of cataloging is essential in many positions, but has not the large number of graduates from this school who have become catalogers, been due partly at least to the fact that twice the time in school was devoted to this work than to any other, the aggregate equaling the combined hours of seventeen other branches.

The fact that one's special training largely determines one's field of work, is seen in another library school where a maximum of children's work is made possible by a minimum in some other departments. The result is that of the 148 graduates of this school, 107 were, last year, engaged in children's work, principally as heads of departments. The remaining 41 graduates were represented in other fields of library work.

The division of the field between the various schools would have another advantage of the student. At present, a school's geographical location, or its entrance requirements largely decides a stu-



dent in selecting a school. But would it not be better if the student's selection were based on what the school could offer in special lines of work.

It may be thought that a prospective student lacks the self-knowledge to determine his qualifications for special work. Many students have and more should have library experience before schools are entered and these will know their intentions and qualifications. Even if an occasional mistake were made, the student still would have instruction in the various lines of library work.

In the school referred to before, the 41 graduates who are not filling positions for which special training was given, are successfully occupying positions of honor and responsibility in other library fields.

Again, the law of supply and demand makes no exception to library work, and with a division of the field, a student could receive the fullest training in the work for which there was the greatest demand.

In conclusion, the profession should not expect the schools to turn out finished products. Librarianship is not merely a process. It is also a habit of mind—an attitude towards public affairs which seeks activity through the medium of books. But in inculcating the principles toward this attitude, the profession must rely and can rely with confidence on the schools.

The CHAIRMAN: The paper just presented, and other phases of the subject, will be discussed by Mr. William H. Brett of the Cleveland public library.

Mr. BRETT: My good friend Mr. Hadley has stated so clearly the problems, the purposes and the difficulties of the library school, and I am so heartily in accord with so much that he has said, that I regret that I must differ from some of his conclusions. In considering these questions we must bear in mind that a majority of the students are in schools giving only a one year's course, and only a minority are so fortunate as to be able to attend the schools giving courses of two or more years. Now, the problem and the difficulty in a one year school is to arrange a course of study which shall be

best for students entering school with widely differing preparation, some with, others without, library experience, and with differing aptitudes, abilities, ambitions and plans for the future. To arrange a course which will best meet the needs of such an aggregation of students is a serious problem.

The criticisms on the work of the schools in the paper, seem to be mainly, first, that too much of the routine work, the technical work, is unnecessary for those who may be so fortunate in the future as to fill administrative or other important positions, in which they will not need to do such work, and that routine work of that sort tends to deaden those more important things, sense of proportion, initiative, judgment, ability to deal with the larger problems of life. While I fully agree as to the importance of these things, I believe there is little occasion to fear that a solid technical course will lessen these qualities in any one who is so fortunate as to have them in any eminent degree. It seems to me that those qualities are rather the gift of God to their fortunate possessors than the work of the library schools. My own conviction is that whether it be had in the first year of one of the larger schools, or in a school giving a one year course, a definite, solid basis of technical training is an absolutely essential foundation for good library work. I believe that any specialization in library work should be built on such a foundation, just as specialization in law, in medicine and in the technical professions, is based on a general professional training.

We should have, I think, in our library training, the opportunity for specializing when the students are ready for it, but I believe that whatever position one is to occupy, whatever work in the library one may be fortunate enough to do, the solid, general training of one year in a library school is none too much as an introduction and basis. So that I believe that specialization in a one year course is not desirable, even if it were practicable, which it is not for at least two reasons: The time is too short and the expense too great. Such a suggestion reminds me of something which I

heard President Elliot of Harvard say once upon a time at a meeting of school superintendents, on the subject of enriching and broadening the course in grammar schools. He argued in a very strong and interesting way for greater freedom for the brighter child to pass along more rapidly by means of special instruction. It was answered in various ways by the school men, but to me the answer was very clear, namely, that what Harvard university, with one instructor for eight or nine students, could do is not practicable in grade schools with one instructor for fifty students.

So any attempt to specialize in a one year course would require an increase of cost for instruction greater than the result would be likely to justify. An important co-operation has been at various times suggested and discussed as follows: If the courses of the one year schools could be so closely approximated to the first year's work in the larger schools that students having completed the one year's course might afterwards, if able to meet the requirements, complete their work, specializing, if they chose, in the second and third years' work of the larger schools, this would seem a perfectly feasible and desirable thing.

Another co-operation which I think would be of great value might be arranged with the colleges if they would give credit for work in the library school. A large part of the work in the library school, such as book selection, the subject headings, classifications, the use of reference books, and some other subjects, have a definite and high educational value, equal I believe, we may fairly say, to that of the average value of the college curriculum. If the college would be willing to give credit for a fair share of this work, the student might by some overtime work, graduate from college and from a library school giving one year courses, in four years, or by adding another year, from college and a two year library school. This would, of course, require co-operation through the course. In one instance such a co-operation has been planned and will be put into operation, the college proposing to give a credit of six-tenths of one year for one year's work in the library school. The

initiative in that case came from the college. It is true as we all know that we are trying to secure for the service a preparation in college and in library school which is out of proportion to the salaries paid. This is the inevitable condition of a new profession. Adequate recognition will not be given to a profession until it has by long service demonstrated its importance, nor will individual members receive adequate salaries until they prove their efficiency. This is as true in the library as it is in business. In business salaries are usually based on the proven value of services already rendered. No young man in a mercantile house is likely to receive a salary in 1913 larger than he has shown his ability to earn in 1912. In other words, the man or the woman who grows in business relations must keep the work ahead of the salary. Keep the work away beyond the compensation and the compensation will follow it along even though it may not overtake it.

To bring about the best results the library schools should co-operate with each other and with the colleges to bring up and maintain high standards and to insist on a good, solid, general and technical foundation, upon which specialization may be built.

The CHAIRMAN: I am not sure but that there should have been a second paper, upon the subject of "What the library schools can not do for the profession." I wonder if it has ever occurred to you that a medical school confines a student for four years before he is permitted to go at large. I wonder if you have ever put to yourselves the question, how many medical students, in their first, or second, or third, or fourth year after graduation, you have been ready to employ in vital matters in your own family. I am quite sure that were any of the young ladies here seeking to employ a lawyer in a breach of promise suit against any of the young men, they would not go to the law graduate in the first year of his experience. It seems to me, therefore, that it is not surprising at all that we do not find in the library school graduate, during the early years of his actual

work, all the business ability, the diplomatic qualities and the personality, book knowledge and tact that we might expect. We cannot do everything in one year, I think we all agree. What we do wish to know, and what we welcome very definitely, I am sure, from the standpoint of the schools, is that you let us know, in any way possible, what we can do that has not been done.

The discussion will be carried on further by Mr. Edwin H. Anderson, of the New York public library.

Mr. E. H. ANDERSON: I find myself in such general agreement with Mr. Hadley's excellent paper that I fear I can do little to stir up interest by discussion.

His point that in the first library school the influence of the university library was too marked and that university demands have had too much influence on the curricula of all schools, seems to me well taken. It is only natural that it should be so; but since most of the schools are now directly connected with, or closely related to, public libraries, I think their courses of instruction are more and more losing the marks of university influence. This influence should still hold with the schools connected with universities. But these schools, it seems to me, should frankly specialize and prepare students for university library work.

Mr. Hadley very properly emphasizes the need for more men students in the schools. I am sure all the existing schools are glad to have as many good men as they can get. The difficulty seems to be to find enough men of the right sort who are sufficiently interested in library work to take a course of formal training for it. If the schools could, as Mr. Hadley suggests, coöperate with the American Library Association in presenting the claims and rewards of librarianship to young men in the universities, I think the results would justify the effort. I would suggest therefore that the A. L. A. Committee on professional training consider this suggestion and arrange to act upon it as soon as possible. There is a crying demand for

more men from the schools. The only remedy for the present condition is to induce more men of the right sort to enter the schools. Mr. Hadley has suggested one method of accomplishing this. Another and more direct method is for librarians themselves to call to the attention of young men of the right sort the opportunities which the schools open to them for professional library work. I think the heads of the schools will agree with me when I say that in general their best students are those who are sent to them by librarians. Now if these same librarians would make a special point of urging upon educated young men the advantages of the school training, both the schools and the profession would profit by it. Nothing is so effective as personal suggestion and explanation; and a librarian who likes his work should have little difficulty in arousing the interest of university men of his acquaintance who are not attracted by the older professions.

Mr. Hadley seems to think that much of the instruction in the schools at present is wasted upon one "destined" for administrative work. The difficulty is to tell when a man or a woman is destined for work of this sort. The inclination for it is not always accompanied by the necessary qualifications. How are we to determine who is destined for administrative work and who for work of another sort? A student might enter a library school expecting to prepare for administrative duties and find after a term's study that he preferred, or was better fitted for, some other kind of work. Personally I can say that few of the things I studied at the library school have proved useless to me in administrative work.

Mr. Hadley makes one suggestion which has often been under discussion in library school alumni associations, and which I happen to know was very seriously considered by the faculty of one library school some five years ago. This suggestion is that the schools provide courses of instruction in general library administration for those who look forward to admin-

istrative positions. Most of the schools have lectures each year from librarians of various sorts of libraries—large, small, public, university, etc.,—in which they are asked to tell in general terms how their libraries are administered. The question is, can the schools go further than this? Is there a science of administration which can be taught? The qualities needed for administrative work, library or other, are the gift of the gods, not of the schools. The schools can give the students a first-hand knowledge of the various phases of library work, and this is important. But they cannot give breadth of view to a mind naturally narrow; nor can they endow the student with personal force and poise, tact, *savoir faire*, sympathy, a sense of justice,—in a word with gumption. Now a course of formal instruction in administrative gumption is one that no librarian with any gumption would attempt to give. The whole school of life is devoted to this course, and few degrees are conferred. He would be a god-like instructor indeed who could impart to his students the gifts of the gods as developed and perfected by the great school of experience. Anything less than the thunders of Sinai would be an inadequate introduction to such a course. What I am trying to emphasize is that the essential qualities for administrative work are too general and intangible to be taught formally in any kind of school. The schools cannot give their students a knowledge and love of books; these, for the most part, they must bring with them. Neither can they give them a knowledge of life. Are they not, therefore, by the very nature of the case, restricted to teaching chiefly the technique, I had almost said the mechanics, of library work? A knowledge of the technique is necessary to the administrator; but the ability to make the best use of this technique is a natural endowment developed by experience and environment through the course of years. Have we any right to expect a library school to provide more than a small part of that experience and environment? Are we not asking of the library schools what

no other profession expects from its special schools? Do we get our bankers from business colleges, or the managers and presidents of our railroads from schools of engineering?

Some one has said that knowledge is the material with which wisdom builds. The library schools can impart a knowledge of library methods. They can hardly teach the wise use of those methods. They can suggest and illustrate it; but courses of instruction in administrative wisdom are, I fear, an iridescent dream.

The CHAIRMAN: This subject is open to discussion if there is any one who feels moved to contribute to our wisdom.

Mrs. ELMENDORF: Mr. Chairman, may I put in one straw from the outside world to show that other technical concerns are taking up this point of view also. One of the great universities is about to establish a technical school. They have called to the aid of the faculty three men very high in the technical world, all of them having attained great practical success. Those three men have agreed in recommending to the faculty that they reduce the technical hours in the schools, as compared to other technical schools, and devote more time to the humanities.

Dr. BOSTWICK: May I say just a word from the standpoint of one who is interested in the product of the library school, as making use of that product? I do not think this point has been alluded to at all this morning, which is my excuse for intruding it upon you for a moment.

I want to emphasize the value of library schools as selectors, which it seems to me is very great, transcending even, perhaps, their great value as trainers. I know a great many persons who use library school students, who, if they were asked why they preferred one library school to another, would say it was not because the training in that school was so much better, or because the instructors in that school were so much better, but simply because they always got better people from that library school. Why? Because those persons, who exist in great

numbers, who are congenitally unfit to become librarians, are not allowed to get into such schools, and, if they do, they are not allowed to graduate. Consequently, if you choose graduates of those particular schools you are always sure of getting good persons. Therefore, I regard the selective function of a library school as extremely valuable. No matter how good the training you give, no matter how good the instructors you have, if you allow people in your schools who are unfitted for library work, your product will be worth little.

Miss RATHBONE: The cap that Mr. Hadley has constructed, fits so well that I could not forbear putting it on. I want to assure you all, however, that its conical shape is not the result of inheritance but of evolution. The curriculum of the particular school I have the honor to be associated with has been a growth, and a growth very largely made up from suggestions, the solicited suggestions, of its own graduates who have worked in the library field. Subjects have been added, others have been omitted, others have been reduced in time given to them, according as our students have found in their practical work that they needed things they did not get, or that certain things that we gave them were not of the greatest practical value. Again and again we have sent out circular letters, and have requested in personal interviews, the frankest possible criticism from our graduates of the preparation that they received in the school. I have seen a great many such letters, and have talked with a great many people. I must confess, however, that I have never yet had the criticism from any of the graduates that too much time was devoted in the school curriculum to cataloging. That criticism may come, and when it does we shall be glad to meet it, but I have not yet happened to receive it.

One other point I want to make, and that is that I think the libraries depend upon library schools for general assistants. That is one reason why a one year school,

I think, should give all of its students experience in all of the different departments of library work, because, though after they go out into the field, some become catalogers, some children's librarians, some reference librarians, and a few, administrators of large libraries, the average graduate that goes out, three-fourths of our product certainly goes at first into a public library as a general assistant. The heads of such libraries want assistants who can go one week into the children's room; who, if a shortage occurs in the reference room, can be put there; and if in the meantime the work has piled up in the cataloging department, can be transferred from the children's room, or the reference department, to that department. I think that kind of all-round instruction, and the flexibility that results from it, is one of the most valuable assets that the trained librarian can take with him into general library work.

Dr. HILL: Mr. Chairman, in the first place, I would like to ask Mr. Brett if he will give us the name of the college which is allowing the library course to be taken as part of the rating.

Mr. BRETT: It is the College for Women of the Western Reserve university of Cleveland, and the school that co-operates with it is the Western Reserve library school.

Dr. HILL: In the second place, Mr. Chairman, the note in Mr. Hadley's paper which attracted and arrested my attention, related to men, naturally. Now, I want to say that as mere men we are not afraid of anything, we are not afraid that we are going to be crowded out of the library profession by our women friends, but we are looking around to see that we do not get crowded too much; and this subject of bringing into the profession more men and better men—although I would say to the ladies that there are a good many good men among us still available,—was taken up by the American Library Institute last fall, and presented very clearly by Dr. Dewey. He said in a paper which was submitted to the Institute that it was the duty of the

American Library Association to interest the universities so that the work of our association might be brought to the attention of the students, and that we ought to arrange to have lectures given by librarians at the various universities. I became interested in this subject and last winter, talking with a president of one of the Eastern universities, asked if such lectures would be acceptable. He said that he would be very glad as president of that university to extend an invitation to the library association to send representatives there to place before students the advantages of the library profession, and to carry on a course which would enable interested students to direct their work along library lines. He said, further, that he had no doubt but what every college and university in the land would welcome such co-operation. Such being the feeling of the president of one university, it seems to me that it is time for the committee named by Mr. Anderson to take some active measure to have the country divided in such way that librarians in the neighborhood of the various universities will arrange to lecture before the students. I think the matter should be given immediate attention.

Miss KELSO: Mr. Chairman, I have made a study also this last winter, not with college presidents, but with certain members of the graduating class of Columbia university and Harvard university. In the dogma expressed here it seems to me you treat the university graduate, who has had four years' earnest study, as if he were in kilts, and the girl in short skirts. Those men and women have wrested from the college tradition the right to say what they are going to do, in their junior, if not their sophomore year, and to come out after their graduation from economical and sociological courses and to be presented to the curriculum you have, is little short of absurd. Go to the professors at the head of the economics departments of our universities, men or women, and they will tell you that their students have known for two years what they were going to be. I know several

undergraduates that, before their graduation, had opportunities of national importance, as executive secretaries, to go in and organize a national office. To ask those fellows, who have been taking volunteer practice work, as numbers of them do, in health department work, in tuberculosis and a thousand and one things, to go and take up this library school curriculum,—they will not. Bring an undergraduate who is in his senior year to talk to you; go to the professor at the head of one of these departments and ask him to send you a young woman or a young man to talk to you about what the aims of their classes and fraternities have been.

I do believe there is a way out, and that is to admit frankly that the library schools can select, as Dr. Hill has well said, and send students to the libraries for the trying-out process, and above all to have the library association show very much more interest and attention to what the library schools are doing. And I can say to you, as an old librarian, that you are reaping what it seemed to me was a whirlwind sowed some years ago. For a long time past, and when we first had the schools, we shut the door on the possible entrance of politics into libraries,—a very serious menace, as we all know. We all rushed forward and talked about the library school, and if a community had a man or woman who could fill the place, who had special literary ability, had been well educated and was proved to have some executive ability, we all roared, "You're lost if you don't take some one who has gone through a library school training." You know we did. And the poor old committee succumbed and got a library school candidate. We cannot prepare librarians unless we relate them to the great field of human endeavor and social affairs to which the library belongs, if it is used in a proper way, and we must find other means in the library association to evolve some system to afford the trying-out process.

Mr. WALTER: Although we get at the matter from different points of view,

I am quite certain that Miss Rathbone, Miss Kelso and I are in exact accord on some points. One is in the recognition of the real responsibility for the curricula of library schools. The library school courses are what they are because the libraries want them so. Miss Kelso may probably not be quite so familiar with the special demands of libraries as those who are on library school faculties are. A great demand exists at present along two lines. The most frequent demand, I think, is for college or university graduates, who are masters of every branch of library technic, and who possess as well a wide and extensive knowledge of all subjects, which will make them valuable in varied lines of work and in different departments; in other words, universal specialists. This demand comes repeatedly from the smaller libraries and not infrequently from the larger ones. The library school is forced in many ways to make a concession to that demand and to teach many things rather than a few specialties. I am not sure that the concession is always as great or as harmful as has been asserted, and one reason why I am not so sure of this is because I have been studying the curricula of several schools of philanthropy (whose practical character has just been commended) in order to make some improvements in a proposed course in the institution with which I am connected, and the differences in the general plans of the two kinds of schools are so far from being radical that we have been able to take over many of their specialized ideas and put them in our curriculum, with so little change that I defy you to find where the joints are.

Another demand is for real specialists to put in charge of special departments of large libraries. I believe that demand is growing. But you must remember, if you are going to have them, that two things are necessary. If you want specialists trained in different subjects, you must give them time to get their training and you must pay them enough to attract them and to keep them when you get them.

In an engineering school you have lengthy courses full of engineering technic, because you demand engineers. No good school would cut out that technic simply because you needed an engineering student in your technology department and couldn't afford to wait or to pay for a graduate. Why should we have to stop doing what experience, and the experience of years, has proved necessary, what most of the people who go out of the library schools say is necessary—why should we cut out general subjects simply because of a temporary or limited demand for short-cut semi-specialists? You do not give time to prepare specialists. You are prone to send in a letter on Saturday saying you must have a man in charge of a special department next Tuesday, that he must be a graduate of one of the best technical schools of the country and that he must also have a thorough knowledge of library technic. At present I do not believe there is enough demand for those people to attract many of them, because, these specialists, in most cases, are obliged to come into general library work and to keep in general work until the special positions for which they are particularly fitted become vacant or are created.

I believe thoroughly in the missionary spirit. I believe every librarian ought to have in him the spirit of St. Francis, to enable him, if need be, to go barefoot and get along with almost no food at all, but I do not believe in the right of the public to demand that he work for a salary so small that he must wear the habit and eat the food of St. Francis. If you expect to find these exceptional men you must pay for them and have places ready for them. You cannot expect the impossible. The question of technic is a serious one but it is not going to be solved entirely by omissions and short cuts.

I might also say that the institution with which I happen to be connected depends very largely, so far as the changes in its curriculum are concerned, on the suggestions of the people who have gone out from the school and who are working

in libraries, and it often plans its courses in accordance with what they suggest, as the result of their own experiences. What is more,—and I am not speaking for ourselves only, for similar conditions exist in other schools—in this way we have (among others) the experience of more than thirty men and women who are at the head of libraries in cities of the United States in either the first or the second class.

Mr. JOSEPHSON: It may well be that the present library schools cannot train both librarians and assistants; and perhaps, in consequence, we must have two kinds of school, one school for assistants and one for librarians. However that may be, either school must teach bibliography, and by that I mean the knowledge of the records of books and the art of describing books, so that the one who reads the description may know what the book is. Description includes, of course, not only cataloging but classification and annotation as well.

I would like to supplement Mr. Stroh's paper in one particular. I think it would be well if chief librarians would do something to encourage the continuation of professional studies among the members of their staffs, particularly among the younger members, both those who come from library schools and those who do not. We cannot expect them to study too hard after a full day's work, but I think in most cases we would find that such encouragement would be appreciated. The assistants who are ambitious to go forward would be willing to spend a couple of hours a week on further studies, and it might not be entirely out of the way for the library to allow some time for such work.

Mr. GEORGE: It seems to me that in our discussion to-day a means of practical relief has been missed by each of the speakers, and that is that the ordinary, customary method of universities be adopted by these library schools, and instead of attempting in a year's time to issue a diploma of doubtful value at best, as representing anything in particular,

they should adopt the certificate plan, and allow their course to extend over a sufficient time to guarantee something; have their courses divided up in such a way that a certificate will represent something definite to those of us who want to use library school students. It seems to me in that way we can get some practical value from the schools and get efficient aids and assistants in the library service. The great difficulty about the whole thing is that most library school graduates lack a sufficient background and there is not time in one year's course, naturally, for them to acquire anything of that kind, or an experience that can be of practical value to us. I merely throw this out as a practical hint, because I have been waiting for it to come from some of the speakers. By having a certificate covering part of the ground, either cataloging or some other branch of library service undoubtedly we would be perfectly willing to recognize that as an authoritative guarantee from the schools, rather than a diploma that, as I say, is doubtful at best as representing anything, because of the varying courses and requirements of the different schools.

At the conclusion of this discussion the session adjourned.

#### FOURTH GENERAL SESSION

(Monday, July 1, 9:30 a. m.)

##### Dominion Day Program

Dr. James W. Robertson, C.M.G., took the chair, on behalf of the Ottawa local committee, and called the meeting to order.

The CHAIRMAN: Your president has in her genial and successful way insisted that the acting chairman of the local committee should preside on this occasion.

Of most men one might say when they are forty-five they are middle-aged and mature. This is the forty-fifth anniversary of the birth of this Dominion; and Canada is still but a youth, a sturdy, growing, promising youth among the nations. She is a people of great heritages, of lofty aspirations and of fine ideals, and



as in Sir Wilfrid Laurier a son of herself. He will speak to us morning.

WILFRID LAURIER:\* Though I no claim whatever to be here on present occasion, still if my presence platform can further convince our visitors how welcome they are to us, I can assure them that I have traveled many and many a mile to swell the greeting with the hand of the Canadian government and the Canadian people. Welcome here, not only for the good work in you are engaged, not only for the actual labors which are your daily work, but also because whenever you cross our borders, and whenever the members of this association cross borders, you and they are real messengers of peace, apostles of civilization and those visits tend further to improve our relations, to dispel old prejudice and to make us appreciate the blessing of the peace which hath prevailed in your country and my country for a hundred years.

I take advantage of the present opportunity to remind you of the fact, has been twice already brought to attention, that to-day is the national day of Canada. We celebrate our national holiday on the first of July, you celebrate yours on the fourth of July,—the resemblance goes no further. If you celebrate on the fourth of July it recalls the fact that your forefathers rebelled and violently tore asunder the chain which had bound them to the mother-country. I think I can call upon your memory to confirm that history attests that rebellion was not taken lightly, that it was the heart strings of many and many men who signed the Declaration of Independence, but that it was forced upon them by the vicious policy that was followed toward the colonists by the British government.

Our history is a very different one. The day that we celebrate in Canada recalls independence. On the contrary we celebrated only in part.

to celebrate the day when the authorities of England, King, Lords and Commons, delivered unto us a charter of union, of liberty and of local independence. Thus at the very start our courses were cast in different directions. You are a republic, we are a monarchy. We have kept the old monarchy of England. As to the merits of respective forms of government, republican institutions or monarchical institutions, I would not say a word on this or any other occasion, because this has always seemed to be an idle speculation. We know that the form of government is after all a matter of indifference; we know that there must be a virtue in republicanism, and we Canadians are here to testify that in the monarchy of England there is as ample liberty as there is in any part of the world, not excepting even the American republic.

Proud as I am to say that you have your democratic institutions, we are blessed with institutions more democratic, and we have what Abraham Lincoln called the government of the people, by the people and for the people. I do not mean to say by this, Ladies and Gentlemen, that the people never make mistakes. I speak for my country, not for yours. But speaking for my country, I would say that at least that we must not be surprised nor angry, because it is an attribute of mankind, after all, to err.

Though, Ladies and Gentlemen, as I have told you, our lots have been cast apart, though you are one country and we are another, still, after all, we can say with some pride that we have been friends, and better friends we ought to be. Men there are in this country, I am sorry to say, who are rather afraid of you American people. They believe that you have some hostile design upon us; and some of your men have perhaps harbored that thought themselves. But if these views are scattered amongst some of my countrymen, they have not at all scared me; I have no fear at all of the American people. I am not afraid of contact with you. I would not be afraid to trade with you, to sell to you and buy

from you, because I believe that after all, proud as you have reason to be of your own nation, we Canadians are just as good as you are.

But, if we cannot trade, if we cannot sell and buy,—and I would not enlarge on this, because I would perhaps trespass on politics,—if we cannot trade and buy from one another, at least we can exchange ideas, sentiments, principles, and this is the very thing which you have been doing in Canada during this last week. To this nobody can object. Ideas and principles can travel freely across the line, and I believe that everybody would be all the better for this interchange. So I have no fear whatever that there should be an absorption of this country by your country. And may I say what is my own ideal?

It seems to me that there is a greater future for Canada, and for the United States. You have your problems and we have enough of our own problems. We can afford to share the continent and we can be, you Americans and we Canadians, the pioneers of a new civilization, a civilization representative of the twentieth century. We can give to the world this example of friendship without hesitation and with perfect confidence in one another. The bane of Europe to-day is militarism. All the nations of Europe are distrustful of one another; they spend one-half their income for war, in military preparation one against the other. Thank heaven, on this continent, we never think of war with one another. We have the longest frontier that separates two nations, and I thank God there is not a fortress to be found upon it, nor a gun nor a cannon to frown across it. This is the example which we give to the rest of the world. It is certainly an achievement of which we have every reason to be proud; and when you, Ladies and Gentlemen, come over to our country, as you have, you are further instilling the truth of that sentiment, and my last word to you will be, as the first. Come again, come often, and the more often you come the more cordial and warm will be the welcome.

President ELMENDORF: I am quite certain that this audience would be unwilling that some reply should not come from itself. May I ask Mr. R. R. Bowker, whom I see in the box, to reply for the audience?

Mr. BOWKER said, that as he rose to propose on the part of the United States members of the American Library Association a vote of thanks, he wished to express the equal gratification of our fellow members that we have received the hospitality, so unbounded, of the administration of Canada, and especially that we had been thus welcomed by the man whose presence personifies and whose name is a synonym not only for his own party but for United Canada. He said the United States members took only one exception to what he had said, and that was that they used the word "American" in a broader sense than he. The American Library Association means, not the United States, not Canada, but both. We have no United States library association. We may almost hope that there shall be no Canada library association, but we hope that Ontario, with its library association, will be the pioneer to lead its sister provinces into the fellowship and affiliation in which our other associations stand in the American library association.

The speaker said it was not only in the brilliant and eloquent pages of Parkman that the history of the two sister nations was interwoven; that a man from Woburn, Massachusetts, was the first to see what the site of Ottawa meant; that our own Thwaites had brought anew to life the deeds of the Jesuit fathers and early explorers, and that Miss Plummer had personally conducted many thousands of boys and girls of the children's rooms through Canada with her "Roy and Ray."

Mr. Bowker said he supposed we did not rightly recognize Canadian writers in the United States libraries because they were so thoroughly a part of English literature, and that it would be very grateful if some one so good as Mr. Hardy, the secretary of the Ontario library associa-

tion, could before the close of the meetings give a bird's-eye view of Canadian writers.

"It is a significant coincidence that on this very day there goes into operation throughout the British Empire a law which, if not for the first time, at least most explicitly, recognizes the relationship of the several English nations to the motherland, for the new copyright code which to-day goes into operation states in so many words that the self-governing dominions of Canada, Newfoundland, Australia, New Zealand and South Africa may adopt the imperial act, or modify it to meet their own judicial process, or legislate independently. It is interesting to some of us that this recognition should be so explicitly made in the field of letters."

In closing, the speaker proposed that we express our thanks to our Canadian brethren, our hosts who have been so hospitable, by a rising vote.

Amid hearty applause the entire audience arose.

The CHAIRMAN: Before it became necessary for Dr. Otto Klotz, who was and is chairman of the local committee, to be absent from the city, I had agreed to deliver an address to the convention on Conservation in Canada. The time having come, on the program, for that event, I propose now to tell you a little of what we in Canada are doing to conserve the best we have.

#### CONSERVATION OF CHARACTER

We are all concerned for the good name of our community, for its reputation and its character. Most of us are concerned for the welfare of our nation, for its place of honor and influence and power among the nations of the earth. Canada is one of the youngest among the self-governing peoples. It is only forty-five years since we became a Dominion, and we begin only now to find ourselves as a nation. A people who gain self-government become in reality a nation only when they are animated by some dominant purpose to preserve their ideals by

further achievement. The preservation of whatever we have found to be worthy in the past,—the good, the true, and the beautiful,—by using them in everyday life for further accomplishment and attainment,—that is conservation. There have been rotations of nations and of civilizations on the face of the earth, as there have been rotations of crops on the fields of the farm. This year's crop is for its own harvest and also to prepare the land for the crop to follow it. The far foresight which peers thoughtfully into eternity while planning for tomorrow is also a part of conservation.

In common use the word "conservation" becomes a bland and comprehensive expression into which we put all our scattered convictions and aspirations and gropings after what is best for the largest number of people for the longest stretch of time. It took on a new meaning when Theodore Roosevelt used his megaphone on it. And because it is an omnibus with room always for one more,—for one more idea, one more suggestion, one more policy, it becomes mightily popular.

The first concern of conservation is necessarily with natural resources, but it does give a significant purpose to all the activities of a nation and of an individual. The large, inclusive aim of Canada in conservation is that Canada shall be great in the character of her people, great enough to match the matchless heritage that has come to her in blood and ideals, in possessions and institutions, in opportunities and obligations. Canada's contribution to humanity in a large, uplifting way will be in the perfection by a composite people, diverse in origin of race, language and religion,—the perfection by such a people of the finest of all fine arts, the fine art of living happily and prosperously together, while working with intelligent skill and unfaltering will for ends believed to be for the common good. These large ends include the improvement of the material and social setting of every home, the refinement of the inherited quality of life of every child and the reformation from generation to generation

of the habits, standards and ideals of the people. All to the end that we may find satisfactions, large, broad and lasting, through invigorating labor, social service and abiding good will amongst ourselves and also extended to all our neighbors.

Let me give you a very brief glimpse, merely an indication, a suggestion, here and there, of what we are trying to do. First of all, a word on what we have in possessions to conserve; then a glimpse or two of what we are doing with our estate; afterwards a glance at what we are seeking for ourselves; and finally a look in on what we stand for as a young people among other kindly and competing nations.

#### On What We Have

We have a great deal. Never before in the history of the race did seven millions of people have such a heritage come into their free possession. Half a continent wide and a whole continent long,—that is our estate. We are happy in the setting of our national life. A very brief survey of what it means to us and what it is in itself must suffice this morning. Who knows it? I hear people speak of Canada as a red patch on the map, as a stretch of prairies where wheat grows, as the northern fringe of the glorious free republic of the United States. These hardly shed a candle power of light on our estate. Half a continent wide and one-sixth of the way around the globe! If Europe were eleven in area, we are twelve, and much of it habitable, destined to be the setting of fine homes of a robust people.

Let us take Canada in four areas, in thousand-mile stretches. We can afford to speak of ourselves in those dimensions. A thousand miles in from the Atlantic,—where else do you find a better place for homes for a dominant people whose purpose it is to pull up by strength and intelligence and justice and good will, and not to crush down and hold back? Dominant because the human race can be at its best in physique, in endurance, in tenacity, in capacity, in aspiration, where apple trees grow in beauty and bounty

and the summer air is full of the fragrance of clover blossoms. Think back through your books, and over the globe, and into the lives of the people. Recall the old stories, the apple trees of Eden and the land flowing with milk and honey. After all, physical setting means much for the glory of human life. This is a fine stretch of a thousand miles for homes, of apple trees and clover blossoms with plenty of running water, with skies decked in beauty by clouds, with showers and sunshine in alternate abundance, and farm houses with yards full of children rolling on the grass picking flowers and climbing the apple trees. That is worth while,—to have a thousand miles filling up with homes, willing for more to come and share their joy.

Then we have a thousand miles of wilderness, a great reservoir north of the Great Lakes. It tempts the adventurous to seek gold and silver; great areas for trees, and lakes to refresh the thirsty land on both sides by the genial droppings from the rains gathered from the wastes.

Then come a thousand miles of prairies, stretching out to the foothills of the Rocky Mountains. It took a thousand times a thousand years to make that place fit for our possession and habitation now. The frugality of prodigal nature was storing in the soil plant food for crops for thousands of years, not that men might ship wheat, but that boys and girls should have the finest chance that the race had known hitherto to be a strong, dominant, lovely and loving people. A thousand miles of prairies! Why do your people flock over to those prairies? Not for greed of money. I have been enough in the States to know that you libel yourselves in one unkind way. You say the American worships the almighty dollar. Chase the charge down and he wants the dollar for the sake of a home, for the pleasure of conquest, for the worship of some boy or girl, to give him and her a better footing and a better start. The call of Canada is not merely from property and a chance to get it.

The call of Canada is the call of a wide chance for possessions, for a piece of good land to own for oneself. It is also the call of the land where law is respected, as well as obeyed. It is most loudly and convincingly the call of a land with chances for children. That is what pulls them here, the chances for children; and these newcomers are amongst the foremost of those who see that the biggest and best and best-sustained building in the place is the public school.

Then we have five hundred miles, half a thousand, going over the mountains to the Pacific Ocean. It is a piece of the great Creator's fine art in the rough, with the impressiveness of nature's majesty and the instability which endures. Tucked in between the mountains are fertile valleys with peaches and plums and wheat and all good things to sustain the homes. A great asset is that five-hundred mile strip, the mountains pregnant with coal and gold and silver, and the streams teeming with fish from the inexhaustible feeding places of the north.

That is a glimpse, merely the headlines, of our national home, our real estate; and we believe the people will be quite a match for it. We come to feel the responsibility for that now.

Only a word or two of detail. We have forests in vast areas, some of them as yet unsurveyed, and a climate and soil which lets nature far more than restore the lumberman's cut. Our forests are inexhaustible in the abundance of their serving power for coming generations; now that we have begun to conserve them by preventing fires, by providing patrols, and also by diffusing knowledge, training and conviction throughout the common schools. Then we have fisheries. Many of you come up here and regale your friends for evenings afterwards by fish stories. I speak of the great value to Canada of fish and fishing. When I go to the coasts, how I glory in the conservation of life by fishing! I fish a little. One of my pawky friends once gave me a book called "Fishin' Jimmy." It had one sentence with which I comfort myself

when I feel disposed to fish when I should be otherwise diligently employed. It was this, "Young man, the good Lord, when He needed fellows to help Him for the biggest job ever taken up, picked out chaps who caught fish." Think of Nova Scotia, the fishing smacks, the men who are not afraid, those who go down to the deep in ships, they see the wonders of the Lord while they do their duty for their families. There is conservation of the quality of life by the unboasting and the uncomplaining, heroic commonplaces of daily toil. With quiet tenacity, against conditions of discomfort which cannot be escaped, and carelessness of personal ease such men teach us how to live. Then we have waterways, and water powers, not merely to illuminate houses and run cars, but to enlarge leisure by having our heaviest tasks done by man's further alliance with the electric current. Then we have minerals and lands. Each of these merits more than a discourse for itself. I feel the incompleteness, the insufficiency, of my statements of our resources and our efforts towards conservation. However, just a word about lands, good land and fertile land.

Take an example, one only. Seager Wheeler lives north of Regina. How our hearts go out in sympathy to those people who suffer from nature's inhuman manifestation of her strength. (A reference to the Regina cyclone of the day before.) I have not learned to look up through nature's devastations to nature's God, but I have learned to look through human life to man's God,—Whose tender mercies are over all His other works. Seager Wheeler lives north of Regina. Out at the Experimental Farm, where we were on Saturday, Dr. Saunders, patiently, quietly, modestly, brought together a strain of wheat from Calcutta and a strain of wheat from the North-West. A new child is born unto us in wheatland. Seager Wheeler gets some of that wheat and begins the process of selection on his own farm, "the best out of the best for the best." Last autumn I was in New York at the back-to-the-land ex-

## OTTAWA CONFERENCE

sition. A thousand dollar prize in gold was there for the man who would bring the best bushel of wheat from anywhere on the continent. The judges were expert men from the United States, and Seager Wheeler from the middle of our North-West plains won the thousand dollar prize for his bushel of wheat from that part of our land. More than that, I have a photograph of the plot from which this bushel of wheat was taken, and it measured up 80 2-3 bushels to the acre. No wonder we think well of our land, and you folks want to get some of it.

One other sentence only, otherwise I should be beguiled into talking far too long about our lands. In these days, dangerous in their clamors for bigness and swiftness and luxury, one needs to remind himself that satisfactions do not come from these things, but from honest labor whereby one conserves the strength and beauty of some part of nature and man, and develops power and joy in another unit of nature and man, making the earth and man rejoice together. Truly a nation's life consisteth not in the abundance of the things it possesseth.

### On What We Are Doing

We in Canada are happy in the occupations of the people, as well as in the setting of our lives. What has occupation to do with conservation? Occupation conserves the best that humanity has achieved in human beings themselves. Not books? It would be a loss if all the books were taken from us,—it would be a loss somewhat modified by the advantages. But whosoever will offend one of these little ones in whom is conserved all the achievements and attainments of the race to this day, it were better for him that a millstone were hanged about his neck. The menace of books is that they sometimes crush down and crush out the aspiration of young life for joy in constructive, creative, co-operative labor, through merely selfish, silent reading for gratification. We are happy in the occupations of our people that minister to greatness in character. A new

country like ours needs the constructing and conquering qualities, more than the sedentary, absorbing, remembering capacities. The farmer follows one of the conquering, constructive occupations, gathering wealth out of the otherwise chaos. His labor creates wealth and conserves the health and virility of the people. What a grudge I have against the modern factory that, in making things, debases men. I do my thinking aloud in a meeting like this. Therefore I do not flatter. I will warrant we should not have women, as I have seen them, working in factories, with poor air and little sunshine amid the infernal rattle of machinery, if we believed in our heart of hearts that things were for homes and that good homes for all the people was the dominant object of a strong nation. Why should I have cloth in my house because it is cheap—when it is transfused by the blood of women in Leeds? Why should I want a coat on my back that carries with it the stain of tears from children who have had no chance? Why should I walk easily in boots, factory-made in order that they may be a dollar a pair cheaper, when I have seen women atrophied by the monotonous poverty of their job who should have been mothering a family and nursing the aspirator of young people? We do not want have things, things, things as our id and our end in life.

The fundamental occupations which engage the large majority of our people are farming, making homes and teaching and training the young. The farm, rural home and the rural school together provide the opportunities and means of culture in forms which children grown people can turn into power—of knowledge, of action and of character. Farming is much more than mowing, sowing grain, destroying weeds, investing crops. It is taking care of the face of Mother Earth as a mother her children. Making homes more than building houses and furniture, food, clothing and shelter, creating a temple, not made of

as a place of culture for the Divine in us. Those who live by agriculture are not all of the earth earthy, and the rural home is a fine school for the soul. Teaching and training the young is much more than instructing children in the arts of reading, writing and reckoning—those flexible, useful tools of the intellect. Much of the time of the school has been consumed in these tasks; but now we come to a happier day when those arts can be acquired joyfully in less than a year and a half, instead of painfully, reluctantly and with difficulty as spread over six years. The main portion of the school time will soon be devoted to caring for the health, the habits and the standards of the pupils while watching and directing the development of their powers of body, mind and spirit.

These three fundamental mothering occupations in Canada nourish and sustain all the others, such as commerce, manufacturing, transportation and the professions. By means of them, followed as well as they can be by an educated and cultured people, the country will be kept prosperous and fertile. It can be made beautiful only by radiant homes, whence youth will go forth from generation to generation to refine life by their characters, to exalt it by their ideals and to improve its conditions by intelligent labor.

I must say a word or two as to whence we got the impetus, the stimulus, towards conservation. Intelligent, conscious, planned and organized effort for conservation came to us from Washington. We are the Washington of the North in more ways than one, and I think I express, if I may venture to do so, the hope and conviction of my friend Sir Wilfrid Laurier when I say that, a hundred years hence and less, the Washington of the North will be more than abreast of the Washington of the South because of the influence, the moulding influence, of climate and homes and schools such as we in this country will have. But the Washington of the South had a great gathering in 1908, when the Governors of all the States

and others were assembled to consider conservation. I read the report of the proceedings with some care. Then I turned more than once to read, right after it, an old classic about a gathering in the time of King Ahasuerus, the gathering of the governors of 127 provinces. And I laid down the Bible with the conviction that that Ahasuerus assembly was no higher in its essence and in its fruits than a pow-wow debauch of Indian chiefs on the plains. Take the setting and the spirit of the Ahasuerus crowd—self-seeking, careless of human rights, neglectful of children's claims. That story was worth recording as a great exhibition of monstrous selfishness, the thing itself—worth avoiding, worth opposing, worth smiting to the death every time it rears its ugly greedy head. On the other hand, consider Washington. The governors of sovereign states come together, for what? Not to consider how they might enrich themselves at the expense of the weak and those in their care, but how they might conserve for all the people, the property of all the people, for the benefit of all the people, for the longest stretch of time. That was a great gathering. It will go down in history as marking a new epoch in human activity and endeavor. And whatever may be said amid the transient controversies of party politics, the name of Theodore Roosevelt will stand out illustrious for leadership in a new effort for conservation that saves, not merely forests and material resources, but that saves moral earnestness among the people. I have no sympathy, myself, with your own harsh criticism of these political conventions you are holding now in the States. Not being a politician, I can speak of politics without fear. May I tell you what my thinking has been? Perhaps only twice before did the United States ever get such service, such an awakening—when you had the struggle for liberty, and, afterwards, the war for freedom. What means the present commotion which bursts through conventional conventions of polite speech? Is it not that you shall be saved from a supine

sense of satisfaction with having only things—from the loss of great concepts of justice and right aflame in moral earnestness? I rejoice with you that we are indebted to Washington for impetus and stimulus in moral earnestness regarding forests and other resources. That is Gifford Pinchot's contribution—not to make lumber cheap, but to make the land fertile and prosperous, that boys and girls may be beautiful and strong and glad. Worth while is the moral earnestness that uses materials only as the mechanism of its efforts for the improvement of life.

Then Canadians attended officially another meeting in Washington in 1909, came back and Parliament instituted a Commission of Conservation. That Commission has been at work for three years seeking to serve our people by showing how they could improve themselves as well as their circumstances through effort to conserve their resources.

On the Provincial experimental farm in Wellington County, Ont., Professor Zavitz works. He took thin, light grains from a variety of oats, and sowed those by themselves; and, from the same variety, he took plump, heavy, dark grains, and sowed these by themselves. For twelve years he followed that plan on the same soil, under the same climate, with the same management. At the end of twelve years the crop from this plump seed rose by twenty-six bushels more to the acre and ten and a half pounds more to the bushel than the crop from the poor seed. That was conservation secured by intelligent application and good management. You can do that with life as well as with seed and with land. The long distance aim as well as the local object of conservation is to make Canada a better country to live in and a more beautiful country to love; and to make Canadians a people of greater vigor, finer texture and nobler character.

#### On What We Are Seeking

We in Canada are a composite sample of life. We have come to us Anglo-Saxon,

Celtic, Gallic, Teutonic, Slavonic and others. All these streams of blood flow over Canada and mingle in us. It is not any longer with us merely a toleration of an individual or of an idea from Russia—or the States—but an appreciation of the person and the idea, to make them serve our people better. There is conservation in that. The best we have inherited is the quality of life. Our more immediate ancestors loved liberty, prized intelligence and cherished justice. These they had won by courage, by struggle, by patience and by privation. They left them to us to be improved by education. Concepts such as these are what count in the great issues of life.

Let me without any offense or bad taste be personal and speak of one of my ancestors. He has been dead a long time. I didn't know him. But not infrequently I can feel the thrill and the efforts at domination of his convictions and his habits. I remember a dog biting me. I could have strangled the creature with my hands. I did not learn that in school, but I had the instinct in me from that old ancestor. I can think of him in a cave, living a bare coarse life. But he conserved the chance for the babies; and the lion and the wolf and the bear could not stand against the club and the fire which he used for the protection of his wife and children. Coarse! Of course he was. A thing of paws and claws and jaws! But he conserved his concepts of duty, his ideals of protection for the young and the weak. His concepts and the labors and struggles they involved by and by refined his body. Then, ages afterwards, 20,000 or 30,000 years afterwards, we had Lord Lister. Two hundred and fifty thousand women saved annually through the service of his refined brain and his trained hands, and his large concepts of duty. And we had Florence Nightingale; and you had Abraham Lincoln. And we all have everybody and anybody that conserves concepts of joy and glory through duty discharged by constructive, contributing labor, social service and abiding good will. In these



and others innumerable we have a heritage, not made with hands.

Time fails me even to name all our other heritages which are not in material resources. There are customs, institutions, laws, manners, ideas, traditions, standards, ideals, art, songs, language and books. Books are more than material things. They are material humanized into food for the mind and spirit as soil and air may be glorified into apples and flowers for the senses. Sometimes produced with immense pains, they bring infinite joys. The Kingdom hath come to us for such a time as this when a new day dawns for happiness and well-being on earth.

Some of the means under modern conditions through which further advances in the formation and conservation of character are to be looked for are,—first those which lead young people to the achievement of joy through the processes of labor as distinguished from its wages or other rewards. Every child who is given a fair chance can manage that. In this a little child may lead us. Secondly, those which produce the pleasure of working together for some end believed to be good for all. Will not school pupils and older students work themselves into social efficiency, by co-operating in productive labor, as well as play themselves into ability by means of team games? Both together are better than twice as much of either alone. Thirdly, those which yield gladness through creative work whereby each individual strives to give expression to his own concepts of utility and beauty in concrete things as well as in words and other symbols. The insistence, by school and college, upon passive receptiveness for prolonged periods may have disciplined the mind for the perception of symbols, and the understanding of theories and rules. But has not the heaping of instruction upon enforced passivity led to an atrophy of the love of constructive creative labor? Immobility in classes all day long is not goodness. That sort of thing is the one persisting attribute of the dead or the nearly mori-

bund. Every man who actively conserves these constructive, co-operative, creative powers, and achieves joy and satisfaction through their exercise, saves himself and becomes a saving factor in his community. In doing these things he transfuses the routine of life by a spirit of trained intelligence, cultured ability and habitual good will. The use of books and book-information are a helpful aid to the growth of mental power, the development of moral ideas and the progress of education. Books furnish some of the food and stimulus to thought. But when these are not turned into service through action, they become so much cloying debris upon vitality.

I have happily seen enough in the last few years to bring me to the conclusion, that, in less than ten years on this continent, all children from rural homes will come to the schools at 6 or 7 years of age able to speak better than they speak now, and able to write and read and to figure up to division. They will come to school able to do all that, having played themselves into ability. We have been on wrong lines in making a child take up a book at six, and so far as schooling is concerned, stay under the domination of a book until he is sixteen. Then he has been liberated into a laboratory, or into life, and says, "Thank the Lord that book business is done!" That is not wise, that is not safe. How the book has menaced humanity in recent years, on all sides, by its insistence that reading is the end of education, the main means and object of culture, instead of being merely a contributing means toward the larger end of living. You people concerned with books must take the bread of life in your hands and minister to life, not under the guise of book-learning, but for the formation of habits and standards and fine ideals.

Put into the language of everyday life the main steps in every complete educational experience are: observing, thinking, feeling and managing towards and into some form of expression. It appears to me that the closer in point of time

the steps are taken together, the greater the growth of power and the surer the formation of habits. Frequency of experience is what forms habits and not repetitions of instructions or information. In so far as these experiences can have close relation to the threefold activities demanded by life, so much the better for the culture of the student, even if not so complimentary to a subject or its professor. I mean the activities which we explain as those of body, mind and spirit in the individual's capacity as an earner, a member of society and a trustee in the scheme of life. No doubt this runs counter to the common notion that culture—even real culture as a process and as a result—develops and implies a certain aloofness from the practical work done by men and women to earn their living, and a sweet, or sour, sense of superiority to utilitarian questions of bread and butter. But we must not forget that invigorating toll—invigorating bodily toll—is the only known road to health, strength and happiness. Nowadays culture is becoming a term almost as elusive as education itself. Agriculture was doubtless the root, the root word as well as the fundamental process, of human culture. The man on the farm gets some light on its intrinsic nature from his occupation. To him culture stands for crops, the best in quality and the largest in quantity that can be obtained, for the suppression of weeds, insects and disease, and for the increase of beauty and fertility. Culture has no origin in idleness, indolence or sloth. These make for the corrosion of all the vigors of the physical and mental and moral nature. Culture means plowing and harrowing and sowing and hoeing. It means labor and sorrow as well as play and flowers. It means the ripping of the iron share as well as the genial affection of the sun. Culture is far deeper than the polite polish on the skin of manners and speech. It is not gained by the mere learning of languages, living or dead, or the acquisition of knowledge, scientific or superstitious, in the poetic meaning of that word. It is the residuum, the left-

over, such as it is, in character—in body, in mind and in spirit—after every completed educational experience. From actual practice comes skill in the finest of all fine arts, the fine art of living happily together while working for some good end. Alike in school and college, on farm and in factory, in shop and office, in home duties and public affairs, that kind of life develops a quick sense of responsibility, it establishes good standards close by which are understood, it nourishes conscience and strengthens the will-energy towards further culture, better work and happier living. These things we seek to conserve, using our material resources for the enrichment of the quality of life we have inherited, in order to pass it on undiminished and unimpaired.

#### On What We Stand For

This end of an educated people, cultured in character, which itself is only a means towards the largest end, is worth striving for and worth living for. All life is an unceasing struggle. The point is to choose the right objects and means. In the past, humanity has been winning all along the line with an occasional setback such as threatens the present. Its warfare is ever against ignorance, helplessness, poverty, disease, vice and illwill. Education is to train individuals for that warfare. Its endeavors are most successful when the experiences which it provides for each individual are in themselves a vital part of the hard campaign. It must ever vary its strategy and tactics and weapons, as the field of operations is moved forward. Times change and we change with them. The need of the times is education to qualify us all to achieve satisfaction through labor and service and good will.

Finally, I present to you the more excellent graces of conservation as earnestness, cheerfulness and the habit of cherishing and following high ideals. At first these are rather traits of character in embryo than fixed attitudes or habits of mind. The particular and specific disci-

of life and of good books are to softness, to promote gentleness develop a capacity for enduring joying hardness as a good soldier beauty and goodness in everyday reality, each individual disciplines in liberty, by self-government, by reason, by rational obedience to authority and by co-operation. The discipline which develops character and power ministered from within; external disciplines are like the finger posts to the open path and also the place trespassing is forbidden. In the end and in the action is discipline. "Ye this day whom ye will serve" the parting of the ways every day, and is seldom displayed in peace at the dramatic crises of life. are grown in quiet ways, like the roots of trees and the budding and growth of fruit. They become the discipline which shapes our ends, rough-hew how we will." The librarian and the other citizen who lives and moves in his being in an atmosphere of peace, cheerfulness and high ideals, strive for his best work. Such men and women go through life with open minds, broad sympathies, and appreciative for all the worthy achievements and attainments of men and women, of old and new. Their patriotism, their duty, in brief, their conservation of order, finds its best accomplishment in making and leaving a better place, with a new path, for better children, to the torch of life onward and upward clearer and stronger, because of what they have been and done.

One of yourselves (Ella Wheeler) we have beautifully expressed the great dominating purposes which think animates all Canada to-day:

On resolve and not upon regret  
Structure of thy future: do not  
see  
the shadows of old sins, but let  
light of truth shine on the path of  
dissipate the darkness: waste no  
the blotted record of lost years;

But turn the leaf, and smile, oh smile, to  
see

The fair white pages that remain for  
thee."

At the conclusion of Dr. Robertson's address a brief paper was read by Sir James Grant on some of the literary products of Canada. Following this paper Professor John Macnaughton, of McGill university, delivered an address on "The value of literature." He protested vigorously against the present day tendency toward pure utilitarianism in education and pleaded for a large place for the great and ennobling literature of the past in our educational systems.

The CHAIRMAN: I have the pleasure of asking Sir Wilfrid Laurier to serve the Canadian libraries and librarians in presenting a little gift to the president.

SIR WILFRID LAURIER: Mr. Chairman, Ladies and Gentlemen, I am entrusted with a very pleasant duty. The Canadian members of the American Library Association are desirous of presenting to its president some expression of their respect and esteem, and they have chosen to convey it in the shape of a gavel which they want to present to you, Madam President. It is of Canadian wood and Canadian silver, and I hope you will carry it with you as a token adding pleasure to your sojourn here, pleasant at all events for all of us, and, I hope, for you also.

President ELMENDORF: Sir Wilfrid, Mr. Chairman and Canadian friends: This beautiful gift to the association is made, I am told, of Canadian wood inlaid with Canadian silver. Of course Canadian wood means the wood of the maple and how does that wonderful close fiber come into being? The maple leaf reaches upward into the free air and there it gathers sunshine and the gases of the atmosphere and combining, converting and solidifying these impalpable things into fiber stores them away as this beautiful wood.

What is literature and how does it come into being? By means of the printed leaf, out of human life, are gathered individual knowledge, experience and emotion and

combined and converted these individual contributions pass as wisdom into the race mind there to be stored forever to "Help such men as need."

You have thus given us fit symbol indeed of our profession.

Just one thought more. I come from the border line where there is much hope that some permanent memorial of the hundred beautiful years of peace may be built. In the same spirit, I hope that this gavel may be the only weapon ever raised to enforce order between Canadians and Americans.

Mr. BOWKER: Let us remember "kindness in another's trouble" and that even a closer bond than the common work in our profession, is the bond of sympathy in time of loss.

I move, in view of the partial destruction of the public library at Regina and the great catastrophe that has come to her people, that the president of the American Library Association be authorized and requested to send the sympathy of this conference to the public library and the people of Regina.

The motion was agreed to unanimously, and the message ordered sent.

Adjourned.

#### FIFTH GENERAL SESSION

(Russell Theatre, Monday, July 1,  
8:30 p. m.)

President Elmendorf occupied the chair.

The SECRETARY: It was our hope that Dr. Claxton, U. S. Commissioner of Education, would be with us at this conference, but he was unable to come and so sends us this greeting:

Mrs. H. L. Elmendorf, President, American Library Association, Ottawa.

"Convey to association my greetings and best wishes for successful meeting.  
P. P. CLAXTON."

The PRESIDENT: Ladies and Gentlemen, my introduction to-night is to be very short indeed, that you may the sooner reach the treat in store. Our honored speaker of the evening has his own message for us. He also bears a message from the National Education Association.

tion. He is the honored son of his great and beloved father Bishop Vincent, he has been dean of the University of Chicago, he is still president of the Chautauqua Institution, he is the president of the University of Minnesota, more than all, he is himself, Dr. GEORGE EDGAR VINCENT.

#### ADDRESS BY DR. VINCENT

Dr. VINCENT said, in opening his address, that he brought the greetings of the National Education Association, being an "uninstructed delegate," and he firmly believed "that with your tact, with your boundless energy, with your irresistible enthusiasm, you will ultimately sweep away into the vortex of your aggressive enterprise even the school teachers of the United States and Canada."

Continuing Dr. Vincent said:

I find some difficulty in deciding just what analogy I shall use this evening. This is a subject which has exhausted almost all the forms of metaphor, simile and analogy. Librarians have been likened to almost everything under the sun. There are three metaphors which have survived from the old days. You are all familiar with these. You use them ironically, to describe that condition of affairs which prevailed in libraries before you supplanted those archaic people who used so thoroughly to misinterpret the functions of the librarian.

One is the analogy of the museum, the library as a museum of books, a museum carefully guarded, a museum to which the public is not to be admitted except under conditions which make resort to the place so irksome that only a few persist. You remember the old story of the man in Philadelphia who had committed a crime. To escape detection and go where nobody would look for him, he resorted to the reading room of the Philadelphia library.

Then there is the other analogy—I do not know that this has been, so far, insisted upon, but it is a very good one, it seems to me—the analogy of the penitentiary of books, with the librarian as a

jailer. Just why these people should have been put in prison as they were in the old days, just why their friends should not be permitted to visit them, it is hard to say. This is akin to another analogy, the library as a mausoleum of books, a place where books are buried, and the librarian is a bibliotaph.

These old analogies, these figures of another day, serve pleasantly to flatter a little your complacency over things as they are. But we have no time to devote to the dead past. Let us consider some of the analogies which are still living. I have been a little bewildered by that analogy this morning, the maple leaf and the gavel. I have not been quite able to work it out. It seems to me, with all deference to the delightfully poetic figure, which took everybody by storm, including myself, it is a mistake to try to analyze these sentiments. There was something about preserving the light in the maple leaves and the leaves of the book. Now, as a matter of fact, leaves are put away in a library very much as they are in an herbarium. There is no botanical relation to the trunk of a tree after they have been folded and put away. So I don't see how that works out—but that doesn't make any difference. An analogy never goes on four legs. This one just happened to have about two and a half feet upon the ground. But that is Mrs. Elmdorf's analogy; I propose to leave it alone. There may be an explosive possibility about it which she will explain some time when she has a chance to work it out. She had very short notice and she did it beautifully, and I know so little about botany that it gave me practically no intellectual difficulty.

Then there is the analogy that we are all very fond of, the analogy of the library as a department store. There you have your efficient business manager. The library is a place where it is no trouble to show goods, where you have your various departments and the goods are up to date; where you have all sorts of advertising methods, where you advertise in the daily papers, send out bulletins, get up circulars and

posters and attract attention by illustrations, where you have an elevator and all that sort of thing. Just think of the sacrifice that librarians are making, the mere pittance they are receiving, when they might be running these great emporia in our large cities. The department store offers a good analogy if you do not press it too far. There is not very much money in the business. It doesn't pay very well in dollars and cents, but think of the intellectual advantages it offers, the psychic dividends that a business of that sort pays!

Then there is a figure I worked out myself a while ago, the library as a social memory. That seems to me capital. I think, so far as I know, I have a copyright on that figure. It was a good address, by the way, in which I used this trope. I wish I had remembered it; I should have brought it along and read it to-night instead of making this carefully set address. Yes, the social memory idea is a good analogy. It reduces the librarian to a medulla oblongata, so far as I am able to understand the psychology of the situation. Yet that is an honorable function, although largely automatic. It is a good thing to control the resources of the social memory, to be able to put these at the service of the public mind—decidedly a fruitful analogy, but I do not care to elaborate it this evening.

Another figure is an hydraulic image—the library as a reservoir—a reservoir of the world's refreshing, stimulating, energizing, fructifying influences. The librarian becomes a gate keeper and an irrigator. It is a beautiful thought, that you are letting out these fertilizing floods over the plains of human ignorance and stupidity. No wonder you think well of yourselves.

Then there is another that appealed to me this morning—you are a center of radioactivity, of intellectual and moral radioactivity, you are social and psychological physicists. The library as a center of psychic radioactivity strikes me as something satisfying, fascinating, delightful.

Another figure has appealed to my imagination. It is the library as an inn of books. Had you thought about that? Of course, you had—and that makes you hotel keepers. You see, being hotel keepers you would naturally be interested in all kinds of equipment; you would have the rooms prepared for your guests in the very best way, you would have a fireproof hotel, the rooms rather narrow, if you please, but plenty large enough and fairly well lighted and ventilated. The trouble is when you are running a big hotel to have the register carefully kept. You know, almost none of our best hotels can ever tell you whether a man is in or out. They are always uncertain about it, and in the old days before libraries and hotels became so efficient you could never be sure the clerk knew his business. You have changed all that, you are the most competent of hotel keepers and know how to build hotels and equip them. You furnish lobbies and parlors in which to meet guests, or if one likes he may take them home with him. I wish I had time to elaborate this idea of the Inn of Books. I am getting fond of it as the imagination plays with it. You can fancy Socrates coming in, looking about cautiously, with a certain apprehension, a little nervous for fear that *she* might be there. You can imagine him hanging about the corridors, listening to the gentlemen as they talk, coming up behind them, listening a little while, then saying in that calm way of his, that dangerously calm way, "I beg your pardon, but just what do you mean by 'progressive?' Precisely what significance do you give to 'life, liberty and the pursuit of happiness?'" Oh, it would be dreadful if Socrates were to come around and ask what we meant by the things we say. No wonder they gave him the hemlock cup. You couldn't permit him in your hotel. People would not understand him and would not associate with him in these days when we so much resent being asked to analyze and explain our automatic phrases.

You can see Horace coming in. He

wouldn't be at all anxious to avoid the ladies. He would soon catch sight of the pretty stenographer. What pleasure he would take in dictating to her a clever ode. Yes, Horace would like the modern hotel. Then picture Pepys coming in, registering and then buying a yellow journal. How dismayed he would be! Pepys would have no chance whatever with Mr. Hearst. Then you can see the entrance of Lord Bacon. He would reveal his dual character, insist upon having the state suite all to himself, then hasten to discover how the electric lights and the elevator worked. You can image this sort of thing and can draw from it any analogy you please, but I have not time to do more than merely suggest it. It would make an admirable address for somebody who will be invited to address you next year.

I am not going to talk about these analogies, I am going to talk on the psychology of pictures. You know these are psychological days. We have now the psychology of almost everything. We have the psychology of infancy, the psychology of childhood, the psychology of adolescence and the psychology of senility; we have the psychology of advertising, we have the psychology of salesmanship—and we have Henry James. Therefore one need make no apology—in fact, one would apologise for not talking upon a psychological theme. I am going to try to see whether psychology has anything to say to librarians. Of course, it must have something to say. You are all psychologists. Anybody that knows how to give some one a book he does not want and make him think he likes it, is a psychologist. It is perfectly obvious that a psychological theme will be appropriate for a company like this.

When we try to describe what is going on in our minds we are immediately forced to use some sort of imagery, ideas made familiar in some other field. So when anybody reads psychological literature nowadays he is sure to come across the phrase "the threshold of consciousness." Here is a simple picture—a two-room house. One is the conscious room,

the other is the unconscious room. There is a door between, and when an idea goes from the conscious to the unconscious room it goes over that threshold, and when it goes back it necessarily has to go over that threshold again. Then James has given us that fine figure, "the stream of consciousness." How good it is! Your thoughts and feelings flow on day after day and year after year like a stream. Practical questions arise at once. What sort of a stream of consciousness have I? Is the stream going steadily on, or is it rather like a babbling brook, making a pleasant murmur but with little power? Or like the River Platte, spreading out and disappearing in the sands of stupidity, or like a turbid stream, so muddy that it is almost impossible to see anything beneath the surface? Or is it a strong, clear, on-sweeping current to which new ideals and feelings are contributed day by day, so that as the years go on it becomes a mighty energy to turn the wheels of the world? A very good figure, and we may very well put such questions to ourselves.

Professor Cooley, of Michigan, has suggested another figure which I think would sufficiently antagonize Professor Macnaughton if he were here. Let us imagine a room, the walls and ceiling of which are incrustated thickly with incandescent lights. Near the door let us imagine a box containing a lot of switches. You turn on a switch and that immediately lights up a line across that wall, over the ceiling and down the other wall. You can stand there and turn on and off these switches and light up those circuits of electric lights at will. In similar fashion you have brain cells and these brain cells are like incandescent electric lights, the filaments of which connect with one another into circuits of association. When some one turns on a switch, by a visual image, or by an odor, or by a sound, there suddenly lights up in your mind one of these circuits of memory. When you look at the turrets of that beautiful Chateau Laurier, what do you see? Are you not in the valley of the Loire? Can't

you see the frowning front of Chinon, the gracious facade of Asay-le-Rideau, the lace-like stairway of Blois, the massive turrets of Amboise? It is a fine thing to have one's mind well-wired, to have the circuits in good condition. A personal question you can put to yourself is "What sort of mental lights have I? Are they four candle power or thirty-two Tungsten? Are my switches in perfect working order, or are my circuits crossed, and fuses melted so that my mind is in semi or complete darkness?" This is a very practical way of applying these figures; and this address would be of no value if it did not now and then sound the homiletic note.

There is another figure to which I call your attention. It is the figure of the stereopticon lecture. We all go to stereopticon lectures. Many of us are fond of moving pictures. We may say we are not, we may take high ground, but we sneak in to see them. We all like pictures, we are like children in this regard; and when we go to a stereopticon lecture we know that no matter how stupid the lecturer may be, once in two minutes we are going to get a slide. The laws of physics work in our interests, for if the lecturer keeps a slide in the lantern longer than two minutes the heat is likely to break it. Therefore cupidity thwarts the passion for speech. We are all the while attending stereopticon lectures. We all have screens in our minds, and on these screens pictures are passing constantly. Our mental life can be described accurately and vividly in terms of these pictures, these slides of memory and imagination. Then, too, there is a spectator within us looking at the pictures, commenting upon them and having feelings about them. The character of the individual is revealed by the pictures he fondly holds on the screen of his mind. How curiously mental pictures are related to one another, and what strange slides some of them are! Let us examine them for a little.

In the first place, it is important to notice that some pictures are very vague.

That means they are not well focused. You have been to a stereopticon lecture when the man could not work the lantern and when there were most unseemly alterations between the gentleman on the platform and the unfortunate person who was trying to run the lantern. It is bad enough to have the slides put in upside down; it is bad enough to have them start at the end of the lecture instead of the beginning; it is bad enough to have one of your favorite colored slides drop on the floor, but the worst thing is to have a slide so badly focused that you cannot tell what it is. Do you realize that in these mental panoramas, in these stereopticon exhibitions that we are attending, there are some pictures that are not well focused? Think of the ideas we have that are vague and hazy. Attention is the power which focuses pictures on the screen of the mind. You haven't possession of a picture until you can see it in its clear outlines. What a deal of vagueness there is in the world! How many ideas that, as a friend of mine says, "are fuzzy around the edges." The only mental picture that is to be trusted is the slide which is precise and clear and definite and accurately focused.

Then another thing to note about these pictures is the way in which they are related to one another. We may have a passive or an active attitude toward the show that is going on. When you are in a passive condition, you know how oddly these pictures come on, what an absurd relation sometimes they have to one another. They seem to have no logical connection whatever. Some pictures always appear together, although they may have no connection except that they were originally associated in that way, and you can never get one of them without the other turning up. It is amusing, sometimes grotesque, sometimes absurd, the way these pictures are grouped. Some come in what we call a logical series; that is, they have some connection with one another, one brings up another, and you go through the series from one point to another. Oh, how promiscuously these

pictures come on the screen of the mind, some without the slightest premonition of their coming. It is fascinating to recall the process by which one picture suggested another, and that one a third. At times the spectator within us takes control and says, "I won't have that picture any longer, I will have another." He has the power to summon pictures. There lies the control. If there be in this world anything like self-control, that self-control is in the control of mental imagery. That control is the secret of personality. In terms of mental imagery can we define the individual and his power over himself, for mental pictures control our lives. Habit is merely a mental picture which has become automatic. Just because you can do the thing although you are conscious of the picture no longer, it does not mean that that image was not there once. When I want you to do something, I tell you to do it. If I have authority over you I put the picture of that act in your mind and I hold it there until it has worked itself out in conduct. Of course, I should not go about it in that way, with you, as an association of librarians. Not at all. I should attempt it in quite another way. I should sneak the picture into your mind by what we call indirect suggestion. If you were somebody I could browbeat into doing what I told you to do, I could order you to do it. In other words, I could jam the picture right into your mind, hold it there and say, "Now, you do that thing." But, with you, I couldn't do it that way. But I think I could manage some of you at any rate. When you were not watching, I should slip the picture into your mind. You wouldn't know where it came from. It would come on naturally. You would think you thought of it yourself. That is the gentle art of suggestion, to slip a picture on the screen of a person's mind without letting him know how it got there. He naturally, then, supposes it is the result of those deceptive processes which he identifies with personal thinking. You cannot cram ideas down the throat of a



born American citizen. Of course, you . . . Moreover, what is the use of cram-  
 : them down his throat when you can  
 : t them into him with a psychological  
 dermic? That is the charming thing  
 t suggestion. All control, then, is con-  
 through mental imagery. You have  
 this experience, for example. As you  
 l in a railroad station and a loco-  
 came thundering in, you have had, for  
 ment, an impulse—not only an im-  
 ,—you have had the picture in your  
 of throwing yourself under the loco-  
 re. From a casual inspection of the  
 any I should suppose that none had  
 that experiment as yet. Why? Be-  
 : you were able to remove that pict-  
 from your mind and substitute for it  
 ier—a picture of the presumable ap-  
 nce of things in a very short time after  
 had made the experiment, or the vista  
 long and happy life stretching out be-  
 you, or of obligations to family and  
 ds. Any one of these pictures will  
 : the purpose. But if the time ever  
 s when that picture of going under  
 locomotive gets firmly fixed in your  
 , nothing except physical force from  
 out can prevent your going under the  
 ls. Every motor idea that comes into  
 minds tends to work itself out into  
 n. That is the secret of the hypnotic  
 , in which the person who is under  
 control, through pictures produced in  
 mind, automatically carries these  
 s out into action. Mental imagery is  
 secret of life, and control of mental  
 ery means the control of mankind.  
 control is the control of one's own  
 ery.

e personality, the self, is revealed in  
 imagery and in the attitude of the  
 ator within us. You know those dif-  
 t attitudes. There are some pictures  
 come upon the screen of your mind,  
 the spectator within you is immedi-  
 interested. For example, here comes  
 ture on the screen of your mind of the  
 when that board that you had been  
 ing with so long, that unintelligent  
 l, that board made up of reactionary

people that you had so long been nursing,  
 came to the point where you were able to  
 tell them of that scheme of yours which  
 must inevitably, logically and remorse-  
 lessly lead to putting the library in your  
 community on a modern basis. When the  
 picture of your triumph on that occasion  
 comes upon the screen of your mind, the  
 spectator within you claps her hands and  
 says: "You were very clever about that;  
 you waited a long time, you worked it  
 skillfully, you certainly are a capable per-  
 son." You all get pictures of that kind.  
 You can't help looking at them. Here is  
 another slide—a reception. Of course,  
 when they said that yours was an ex-  
 tremely becoming gown, you were quite  
 delighted; and you talked well; you did say  
 a lot of brilliant things. To be sure they  
 were not original—nobody expects that—  
 but you were very fortunate in your an-  
 thology that afternoon. I can see by the  
 broad and amiable smiles all of you are  
 wearing, that pictures of a similarly agree-  
 able kind are by suggestion appearing on  
 the screens of your minds.

But you have pictures of a very different  
 sort. How could you?—of course, you  
 were just from the library school, it was  
 only your first position, but, at the same  
 time, how could you?—you cannot imagine  
 how you could have mistaken Sir Thomas  
 More, in the sixteenth, for Thomas Moore  
 in the nineteenth century. How could you  
 have done it? Yet you did. When that pict-  
 ure comes on the screen of your mind the  
 spectator within you shrinks and says:  
 "Why must we look at that? Take it off  
 at once." It would be very piquant if I  
 could take other illustrations from your  
 own experience, but I cannot do that. I  
 shall have to take one out of mine. I have  
 a number which my spectator dislikes.  
 Here is a recent one:

At our experimental farm we have a very  
 beautiful new saddle horse. As I pretend  
 to be something of a rider I went to ride  
 this horse. There was a sort of celebra-  
 tion that afternoon, and I thought it would  
 be pleasant for the president of the Uni-  
 versity to ride one of these blooded horses

to give *ecst* to the affair. I went out and rode this mare about. Everything went well until I encountered several traction engines in active operation and a number of automobiles. I was in a very narrow place. There being almost no other direction for the mare to go, she began to take a vertical course. She was in good condition and rather rotund, and the laws of physics worked out their inevitable result. At forty-five degrees I held on admirably. At sixty-five degrees, I began to feel some little distress. At eighty degrees I looked behind me, and at 89 1-2 degrees I slid off. Now, such is the admirable press organization in the great state of Minnesota that every newspaper, I think, in the commonwealth—I haven't found one yet that skipped the item—called attention to the fact that the president of the University had come a cropper—or, if not strictly a cropper, the effect of it was the same. One of the papers was kind enough to say that, being an expert rider, I landed on my feet. If I did, my fundamental ideas of anatomy have been entirely erroneous. As I have been travelling about the state in the last few weeks, I haven't met a man, woman or child who has not sooner or later worked that back-sliding into the conversation. This is a picture of which, when it comes on the screen of my mind, the spectator within me says, "I suppose we have got to stand this, but it is certainly getting to be slightly tiresome." We all get slides of that sort in our collection.

Then there are pictures of another sort, beautiful pictures, inspiring pictures, yet for some reason the spectator within us is left cold and unaffected by these images. It is the very tragedy of human nature that we may intellectually know beautiful, noble, inspiring things, may have uplifting visions, and yet the spectator within us may look at these things and never so much as feel a flutter of the pulse. We do not incorporate ideas until these things have become not only a part of our intellectual apprehension, but until they have become a part of our emotional nature, until we make them into

the very fabric of ourselves. We define the self, therefore, in terms of mental pictures, and the control of self is the control of mental pictures. Let me know the pictures to which you constantly revert, let me know the pictures that come steadily to the screen of your mind, let me know the pictures that the spectator within you gloats over and feels a loyalty to, and I will reveal to you your character. Whatsoever a man thinketh in his heart, whatsoever pictures he makes his own, whatsoever pictures he gloats over with joy and satisfaction, these things reveal the true personality.

Consider another thing: the content of these pictures, the kind of pictures. How are they determined? They are determined by our social relationships. Do you think the same sort of pictures are in the mind of the Englishman as are in the mind of the American? Do you think the same kind of pictures come into the mind of the Frenchman as come into the mind of the German? There are certain universal pictures, the same for all educated people, but most pictures take on a group character. What are the pictures that come into your minds as librarians? Pictures of your active calling. These pictures are very definite. You have your own phrases, your own language. These phrases and these forms of speech are themselves the labels of mental imagery. Every social group is held together by its phrases. Oh, how we love these phrases and how glibly we repeat them! So too, college professors have their own phrases. What a sesquipedalian terminology it is with which they bewilder the lay mind and overpower the student! How would lawyers get on but for their monopoly of archaic forms of speech? Think of the doctors' terminations, so many of them fatal, in *itis*, which they have invented in the last few years. So every social group determines very largely the conduct of its members by cleverly putting into their minds the imagery that it wishes to have carried out. Why do you dress as you do? Do your clothes represent your individual

In some measure, but for the most part you dress as you do because society fashion pictures into your heads. Ladies dress as you do because these on plates and the women you see up the street leave a deposit in your mind, a composite picture, and that composite picture works itself out in your own charming becoming wardrobe. To be sure, gentlemen, you have individuality; as ladies, you have a certain personal distinction, but it is, after all, only a variation upon the common modes which you share with all your sisters everywhere.

Standards, these ideals, these types, we talk about are put into our minds by social groups of which we are members and we are to a very large extent influenced by these pictures. Do you see it? Just examine your mental imagery.

How much of that mental imagery you secured as a result of your own observation and experience? How much of that mental imagery represents original thinking?

How much of that psychic panorama have you received ready-made from society to which you belong? Pictures come quickly upon the screen of the mind. How readily they are suggested by suggestion! If I had time I could bore you almost to extinction by filling up in your minds images that are common to all of us. We all have collections of slides. The depressing thing is that for the most part they are artificial. How refreshing it is to meet an original person. Who is the original person?

Just the person that has some ideas that were made at home. Most of us have the same old, tiresome slides. When we have to make conversation, what do we do? Go to the pigeon-hole, take out a slide, put it into our minds and then show it to our friends. We have to be able to talk on a great variety of subjects. The nature of things we could not think of these things for ourselves. Society provided the slides. There they are, a well-organized collection, a card catalog with a topical index. To suppose that we make the slides ourselves is a

grateful illusion. There may be a few who do, but most of us get ours from the stock houses in New York and Chicago.

Was there ever a time when pictorial imagery was presented to the public as in these days? These are the days when people's minds are filled with visual imagery as never before in the history of mankind. And never before was the same imagery spread over so wide an area. Think, for example, of what cartoons do. Cartoons are a substitute for thinking. Cartoons are ready-made slides. Cartoons are arguments ready to serve. Cartoons demand no intellectual effort. They would not be successful as cartoons if they did. A cartoon which you have to analyze is in the nature of things a mistake and a disappointment. A cartoon tells the story instantly. It is a slide put into the minds of millions of people in a single week. Then consider the imagery sent out by the illustrated magazines. There is only one magazine, I think, now, that does not have illustrations. Some of us take it just for that reason. It has a kind of distinction on that account. The *Atlantic Monthly* has no illustrations except in the advertising pages—some of those are very good—but it has that sense of uniqueness, that kind of snobbishness, which is appreciated even in a democracy like our glorious democracy, where we are all free and equal, as contrasted with the social distinctions of this monarchy under which we are so hospitably received this evening. It is a mistake to suppose that the visual is suggested merely by drawings and photographs. When we go to a lecture on "Mother, Home and Heaven" we expect the speaker in lieu of lantern slides to supply "word pictures." The Sunday supplement is the absolute symbol of our state of mind.

As we haven't time to think—i. e., to make our own slides—naturally we haven't time to bring our collection together to see whether it is consistent. We are going about with a most extraordinary selection of slides. The only reason we get along with peace of mind is that we do not take

our slides out of the different boxes at the same time. You keep your religious slides in one box, your moral slides in another, your business slides in another, your professional slides in another—and never take anything out of two pigeon-holes at once. For that reason you go through life without knowing what an extraordinary collection of hopelessly contradictory and mutually destructive ideas you are carrying about under that hat of yours. It is only by keeping these things in their boxes that we have anything like peace of mind. A few people, of course, are constantly going through their boxes, sifting, reorganizing and unifying their collections. These are the men and women who think, who have courage, and for the most part they represent genuine leadership. But most of us are satisfied to get our slides ready made, to get them in quantities and to have them remain a most heterogeneous accumulation.

There is a vast popular demand for ready-made slides. In every possible way these substitutes for thought are being sent out. Political slides are industriously distributed. You notice the difficulty that you have just now in talking about the political situation in our glorious country. We do not yet know what to say. You see, the slides haven't yet been sent out for this week. We have to wait until the slide makers put them on the market. We are all waiting to know what to say; we are all waiting for a new set of slides which shall be adjusted to the new conditions. If you bring out that old slide about the Republican party that saved the country—No! You don't want to say anything about that. You see at once, even though it has saved the country for years—you can see that that slide won't do. It is cracked.

Pardon a digression which enforces the point that in these days everything has to be pictorial. You see, when I am addressing a group of librarians in a jaded condition, I have to use pictorial illustrations. It is true, I should like to be didactic and pedagogic on an occasion like this, but you are in a psychological condition which makes it absolutely impossible. Even the

thought of listening to these songs that are coming afterward, would not keep you if I were not constantly pictorial and keeping your minds filled with this beguiling imagery.

Imagery, then, is absolutely essential; self-control and social control are dependent upon the distribution of appropriate mental slides. The very life of the nation depends upon this. Here we are, nearly a hundred million people—we always include children—whose slides must be supplied and in some fashion unified. The imagination breaks down at the thought of this vast task. This national like-mindedness is a glorious achievement. It has never been equaled anywhere on the face of the earth. To keep these millions of people, who are scattered over three million square miles, with the same fundamental pictures in their heads is a marvelous triumph.

That we are the most progressive, the most mighty, the most highly civilized country on the face of the world—that is a gorgeous colored slide, which we keep on hand all the time. There are a lot of slides like that, that are common to everybody. True, we have slides specialized for the use of various social groups, but the fundamental slides that preserve our nationality, are common to millions.

We have to have institutions that keep these slides vivid in the minds of our people. It is the greatest attempt at social control that has ever been conceived.

But the national slide industry is by no means perfected. On the whole, there is an appalling number of these pictures that are vulgar slides, cheap slides, commonplace slides, uninteresting slides. It is your business—for now I come to my analogy—it is your business, as the people who are running the moving-picture concerns of the United States, to see to it that better pictures are put into the minds of your fellow citizens. You have the responsibility of superseding in the mental collections of millions of our citizens slides that are cheap and unworthy and inaccurate and misleading, with mental pictures that are clean-cut, trustworthy, in-

forming and inspiring. That is your business. You are in competition with the moving-picture houses. There are nine thousand of these moving-picture concerns working night and day in the United States, filling the minds of people with mental imagery. But every library is full of potential mental pictures which can be made interesting, ennobling and uplifting to millions of people. It is your privilege to get these slides out into circulation, a mighty appealing thing to do, a splendidly stirring thing to do. I hope you are thoroughly alert as members of this mental picture syndicate. You know what you have to do. You must advertise and you must capture the public in every possible way; you must not be ashamed to put out posters describing the wonderful pictures.

And what rare pictures you have! What is a novel? It is a film of moving pictures. What is a great novel? It is a series of great pictures—and what lovely pictures they may be; what interesting, what inspiring pictures they may be! What a great collection of such mental pictures you have in your libraries! And when people read George Barr McCutcheon, try to get that film away from them and give them George Meredith. You laugh at that, but how about "Harry Richmond?" Isn't it as good a story as ever Anthony Hope or as ever George Barr McCutcheon wrote? It is a good slide, a good film. When people come and want to read Laura Jean Libbey—of course you wouldn't have her on the premises—but if that is their standard try to work off Robert Louis on them. You know, there are some of Robert Louis' that are fairly sensational. You can get people started on the right road with Robert Louis if you go about it in a clever way to pull the cheap slides out of people's minds.

But, you say, there are a lot of people whose mental apparatus, if I may modify the figure a little bit,—no, it is not a modification, it is an amplification, it is a perfectly logical development of the figure,—you say that for a good many people you want a magic lantern in their mind that will focus properly. That is the business of education. That is what Dr. Robertson

and I are trying to do, to make the minds of the young focus properly, on the right sort of things. You must get a great deal of inaccurate information made accurate and definite. You know, one of the great troubles with our educational system is that our ideas are so haphazard, so untrustworthy.

The scientific slides need looking after carefully. They are changed every few minutes, but we have to do the best we can to run the latest and most trustworthy slides into the minds of the people. Then think of the literary slides. I was very much interested in the discussion this morning. I fear it will go on indefinitely as long as the gentlemen do not define their terms. But I think if they were to do this they would discover that they both believe about the same thing.

But here at hand is the real application of this figure. What is it that makes life interesting? It is to be able to associate with the ordinary, commonplace experiences of life an illuminating, inspiring, fascinating imagery. Do you realize that the books in your library give no pleasure whatever except as they interpret life to people who bring the experience of life to the books? A book is a mere dead symbol until it becomes vital in the life of a living man or woman. You have books in your library in foreign languages. These books are sealed to people who do not know those foreign languages. You would not think of offering a French or German book, say, to an average college graduate. You must have people who understand the language in which books are written. So when you give a book of history or a book of science or a book of poetry to a man or woman, that man or woman must bring a little bit of life, a little gleam of life experience, in order to get into any kind of relationship with that book. Then the book reacts and becomes a guide for the further investigation and interpretation of life. And so the book and life together go on enriching human experience.

I wish we had more accurate slides about history, especially about the French Revolution. We mostly get our slides on

the French Revolution from the Sunday evening sermons of eminent divines who are proving that the French Revolution was completely parallel with our times, and that France went to the bad largely because the Church was temporarily disestablished. Now, if we get our slides of the French Revolution from popular pulpits and from stump speakers we shall get some curious pictures. We want to put into the minds of the people the slides from men like Morse Stephens and von Holst before we introduce those lurid and beautifully colored slides from Carlyle and those rather melodramatic slides from "A tale of two cities." Then there is the fall of Rome, for example. Anybody can explain the fall of Rome, and we are always upon the brink of a French revolution. What we need is an accurate picture of what caused Rome to fall. Then as for Greece—Greece, that magic word! We need a lot of pictures about Greece. I have a good deal of interest in classic culture if it can be, for a large number of people, divorced from the classic languages. To suppose that there is an identity between Greek grammar and Greek life, its social institutions and its aspirations and their lessons for us, is to make a very serious blunder. You have noticed that an eminent Greek scholar from England has been lecturing at Amherst. Did he talk about grammar? No, He talked about the philosophy of Greece, the politics of Greece, the social history of Greece. These are things we need; for, my friends, you know, and you need to preach this doctrine, that modernity defeats itself. To suppose that reading the daily newspaper and having the mind filled with contemporary events gives any one a right to judge of those events, is absurdity itself. We can understand the present only as we can connect that present with the past. Therefore, if we are to have an intelligent population many men must have a vivid and accurate panorama of human history; they must be able to see the present in the light of the past, and then to predict with some little degree of certainty

what we are to have in the future. Look, for example, at our present crisis. I am not going to interpret it, I do not understand it; but we cannot possibly see beneath the surface of it unless we try to interpret it in the light of the experience of other nations. What have all the great nations of Western Europe done? When we ask that question, and when we see how parties are aligned in this Dominion where we meet to-night, we cannot fail to get a little light upon what is going on at home. There the same social forces are at work, under different conditions, to be sure, but working themselves out inevitably.

So it is our business to fill the minds of our fellow citizens with accurate pictures, with definite pictures, with pictures of reality, with pictures which shall illumine every department of life. If there is any aim in education, it seems to me it is to make man a citizen of the world, to make him at home in nature, at home with mankind, at home with all the great forces which play a part in his personal development, which sweep through him into the lives of generations yet unborn. When his mind is filled with such pictures, when the spectator within him goes out to the best and finest and truest of these pictures with genuine appreciation, then you have the development of personality and the development of a great civilization.

You, my friends, are the keepers of these films and slides. It is your business to see that they are well chosen, to see that they are made available, to see that the people are stimulated, that the people are made to realize vividly what it means to have their minds filled with these true, these beautiful, these inspiring pictures which will enable them to interpret life to enter into it more richly, to get out of it more joy, the joy of intelligent appreciation, the joy of work well done, scientifically done, the joy of comradeship, joy of association in great enterprise. When these pictures fill the mind, and the spectator within is loyal to them, there is richness of personal life,

a genuine advancement of civil-  
 ury is the clue to conduct. With-  
 ntal imagery there can be no de-  
 nt of character. Without mental  
 r there can be no social progress.  
 ental imagery comes from the ex-  
 e of life. You are not the sole pur-  
 of it. Books, as I have said, are  
 d inert things until men with some  
 ace of life come to them for further  
 and for guidance as they go their  
 ing to understand life and to inter-  
 more truly and to get out of it  
 richness.

is a delight in mental pictures.  
 r pictures be interesting and true  
 obling, may they increase in num-  
 the years go on, may they open up  
 istas of personal satisfaction, give  
 er insight into the meaning of life  
 us to larger loyalties and to truer

May we pledge ourselves to this  
 ork and to the furthering and fos-  
 of those things which Watson has  
 r called "the things that are more  
 t."

ace of friendship, mind and heart  
 d with their fellow heart and mind,  
 ns of science, gifts of art,  
 ense of oneness with our kind,  
 st to know and understand,  
 ge and liberal discontent,  
 re the goods in life's rich hand,  
 hings that are more excellent."

conclusion of President Vincent's

Mr. Lawrence J. Burpee an-  
 that M. Amedee Tremblay, or-  
 of the Basilica, would accompany  
 er of Canadian folk songs which  
 nandin, of Montreal, would sing.  
 ere given in three groups of three,  
 ween each group was given one of  
 mmond's poems in character, by  
 ey, of Ottawa, a most excellent in-  
 r of these sketches of the French-  
 a habitant.

unique, interesting and well ren-  
 ontributions to the exercises of  
 ning were much appreciated by  
 ent, and at their conclusion the

session closed with a brief but hearty ex-  
 pression of acknowledgment from Presi-  
 dent Elmendorf.

### SIXTH GENERAL SESSION

(Russell Theatre, Tuesday, July 2,  
 3 p. m.)

President Elmendorf occupied the chair.

Mr. CARR: Many of us appreciate the  
 work done in days past by Frederick  
 W. Faxon, in personally conducting our  
 post-conference tours. Business obliged  
 him to take another course this year and  
 cross the water. It has been suggested  
 that we send him a wireless despatch of  
 appreciation and felicitation in the name  
 of the association. Madam President, I  
 move the authorization of such a tele-  
 gram.

The motion was carried unanimously,  
 and the cablegram ordered sent.

The PRESIDENT: Now, we will pro-  
 ceed with the regular program, which  
 brings us to the last of our series grow-  
 ing out of the idea of service to the indi-  
 vidual, and we shall take pleasure in  
 hearing Mr. CARL B. RODEN, assistant  
 librarian, Chicago public library, on

### BOOK ADVERTISING: INFORMATION AS TO SUBJECT AND SCOPE OF BOOKS

At my first A. L. A. conference, that of  
 Waukesha, now eleven years ago, I heard  
 discussed that topic ever fruitful of dis-  
 cussion: the librarian's attitude toward  
 those books which are technically known  
 as 'off-color.' The indignant resentment  
 of that part of the public which failed to  
 appreciate the censorious solicitude of the  
 librarian was vividly set forth, and there  
 were those who felt that the only per-  
 manent way out was, in the words of  
 George Ade, to "give the public what it  
 thinks it wants." But the Librarian of  
 Congress, in defending the library's point  
 of view, uttered a remark which, as his  
 remarks have a habit of doing, clarified  
 the atmosphere as a Chicago lake breeze  
 lifts a fog, and we settled back again

serene in the knowledge that our orthodoxy had once more been vindicated and set upon its firm foundations.

He said, in effect, that the duty of the librarian was not exclusion but selection and that in the full consciousness of his responsibility to the entire community he, the librarian, must exercise fully and freely his prerogative of selecting, out of the multitude of books, those which best suited his purpose and served his ends.

The phrase "not exclusion but selection" struck at least one in that audience as so clear and telling a characterization of the librarian's business that he has kept it in mind, and well within reach for instant use, ever since. Many times it has served to confound the irate patron who combatively insisted that he was old enough to judge for himself what was good for him. Not a few times has it been the stone offered the facetious newspaper man who came seeking for bread in the form of a "story" on the "barring out" of the latest shady novel. Today it recurs again as a fitting text upon which to base a plea for the more effective advertising of books as to subject and scope, and I trust that my exegesis may not prove too violent to establish the relation between my text and my topic, which to my mind is close and intimate.

A library, of the kind with which we are now concerned, is first of all—and after all—a collection of books, selected and assembled by the librarian. It may be so administered as to become a great civic force, a social instrument, an educational agency, but first of all it is a collection of units, brought together upon certain principles as they operate in the mind of the library's administrator. Now, the word "administer" is a transitive verb, one definition of which is: "to manage, to conduct, as in public affairs," and another, "to serve, to dispense, as in medicine." We may so administer—manage, conduct—the library as to render it a power for the advancement of humanity, and when we do that we are responding to the impulse which is generated in the very air

which we in this age of advancement breathe.

Or we may administer—serve, dispense—the books, as in medicine; knowing the powers and the virtues of each; perceiving the stimulating effects of one, the acceleration of heart action induced by another; this one as an emollient and an anodyne, that one as a vesicatory or an excitant; here a bromide, there a sulphite, yonder a tincture blandly dissolved in a vehicle of simple syrup, next a pill, sugar-coated, but none the less a stern and bitter dose. And when we do that we are returning to the habits and practices of that "old librarian" so useful to use now as a horrible example and a subject for humorous divagation, but we are also returning to the faith once delivered to the saints, for after all, the Fathers believed with Lord Bacon that "some books are to be tasted, others to be swallowed and some few to be chewed and digested" and they did love to administer them "as in medicine."

It is far from my intention to imply that the new librarian does not know his books. Certainly he has not surrendered one ounce of his faith in their potency. Rather does he impute to them, collectively, greater powers than ever before, regarding his library as a moral unit of large influence and seeking to extend its operation to the uttermost limits of his jurisdiction. But is it not thus collectively that he prefers to regard and administer it; as a great, powerful moral force which shall permeate the community and envelop it so that, by a sort of intellectual pantheism, we may all be in tune with the Infinite if we but open the windows of the soul? Is he not being borne along in the modern trend in therapeutics which is replacing doses and cordials, tinctures and bitter pills with a state of mind?

Creating the library habit by such methods: by putting the library in the way of the public and making it a familiar and consuetudinal part of the environment; pervading the civic fabric and injecting itself into the daily life of the citizen, is one



thing. It is a very great and glorious thing. To the multitude it has opened new channels of relaxation, of stimulation, of mental growth and moral adjustment. Its possibilities have not been overstated even by the librarian himself. And on the day when librarians discovered the means and perfected the methods which set the library in that commanding and strategic position, on that day they set themselves in their rightful place as public educators and added a powerful impulse to that divine momentum by which humanity is being driven forward toward the goal of perfection which must be its destiny. But creating the reading habit—well, is that quite the same thing? And if it be not quite the same thing, are librarians still concerned as much as formerly with promoting the generation of the reading habit as a part—say the lesser half—of their task? And if librarians are so concerned, are they—are we—using the most effective methods to advance that part of our task? And is advertising the library just the same thing as advertising the books? It is by the consideration of these questions that I hope to expound my text and deal with the topic assigned to me.

The library habit is akin to the museum habit, the public conservatory habit and the menagerie habit, and differs from the reading habit as visits to these institutions differ from cultivating your own garden patch or rearing your own pets. Perhaps the logical conclusion of these comparisons would seem to be that one must own one's books, but happily one does not have to own a book's body in order to possess its soul. Our present library machinery is admirably adapted to the nurture of the library habit. Open shelves, book display racks, branches in which all visible barriers and restrictions have become as obsolete as the "keep off the grass" signs in the parks, all these invite the promiscuous and profuse handling of books, the sipping and skipping, the skimming and returning for more. Our card catalogs with their stern non-committalness and deadly monotony make

it necessary for the reference patron to call for whole armfuls of books which he fumbles hastily, scouring the index and tables of contents, and laying them aside for the next dip into the grab bag. Our monthly bulletins, presenting in serried ranks the accessions of the month, severely marshalled by the rules of the decimal classification, and with one title closely followed by the next, so that the roaming eye is constantly caught by new and ever more attractive possibilities for skipping and skimming—what could be devised more effectively to promote that species of gluttony which is indicated by long lists of call numbers of books which we simply must see before next month's bulletin appears with another long list? All these things conduce to high circulation statistics and are therefore grateful to our senses. But how many of them are calculated to impart the reading habit, are effective in instilling "much love and some knowledge of books" as a distinguished librarian has paraphrased it in a recent lecture? How far does any of this machinery go in advertising books as to their subject and scope, as the program has it?

The science of advertising claims a psychological basis all its own. Perhaps it is no psychology at all but only a functioning of instinct that causes us to respond, and often capitulate in the end, to the ceaseless reiteration and ever-present insistence upon a given assertion. But whatever it is, it reacts upon the volition in so compelling a manner as to justify, even in the final acid test of the cash book, the enormous outlay of money poured forth in arousing it. And the keynote of it all is, not the fact of the reiteration, though that is important, but the overpowering irresistible confidence with which the assertion is put forth. The advertiser who would go before his public with the guarded statement that "our soap seems to be a very good soap and barring certain blemishes, a very desirable article," or would quote somebody's else testimonials (a practice now employed only by those Ishmaelites of commerce,

the patent medicines) might spread his placards in a solid wall across the country, with no other result than that of obliterating the landscape which now he only makes hideous. Yet I ask whether the foregoing does not fairly represent the general style of book annotations in library publications, when we treat ourselves to the luxury of annotations at all?

Yet the business man and the librarian both need publicity, and that which each should secure varies from the other only in degree, not in kind nor in the object primarily to be attained by it, namely, the patronage of the public. The merchant seeks this patronage for his own ends of private gain; the librarian, for ends which he knows to be of higher value and of greater consequence to the life of the community. The former offers for sale an article which he has manufactured or purchased, and to the use of which he sets out to convert the public by methods which have been found effective, though they are expensive. The latter buys his goods, not, let us hope, with quite the same purpose of securing only such as are likely to appeal to the passing fancy of his constituency. His aim being higher than the mere gratification of tastes and desires, he applies higher standards to his purchases. His business is selection. Every book that he adds to the library he first selects out of all that are offered, and each selection is fortified and backed by his deliberate judgment that that particular book will be a good one for his public. He knows why it is so, and now it becomes his business to convince his patrons that it is so, and to induce them to profit by the selection which he has made. How does he go about it?

His task is both easier and more difficult than that of the merchant. Easier, because he asks nothing more intrinsically valuable than time and thought; more difficult, because to most people the use of a book is not yet so proximate a need as a safety razor or even a cake of soap. In common with the merchant he is striving to secure that indispensable ele-

ment upon which every human transaction between two parties must rest, namely, the confidence of those with whom he seeks to deal: confidence in his motives, in his judgment, and in the value of the service which he offers to perform. And while the merchant constantly faces the danger of losing the faith of the public through the easily aroused distrust of the value of that which he offers, the librarian finds even greater difficulty in overcoming the fear that his design is the philanthropic one of uplifting and improving their mental condition instead of merely amusing them. While the one must combat the lurking suspicion of his customers that he may be "doing" them, the other must dissimulate lest he be discovered in the act of "doing them good."

Each, then, is under the same necessity of securing the attention of the public, and ultimately for the same end: that of ensuring the prosperity and consistent growth of his enterprise. We know how the merchant advertises. Now, how does the librarian advertise? By means of catalogs, bulletins, reading lists, occasionally by space in the newspapers, when that can be had free. Very good means, these,—for advertising the library; for implanting the library habit. But very poor and weak means, indeed, for advertising the books or instilling the reading habit. Books are not advertised in library publications, except incidentally, for you cannot advertise a book merely by mentioning its name, or copying its title page.

In his spacious and optimistic way the librarian, when speaking *ex cathedra*, in library publications, vests himself, without intending to, in a sort of cloak of infallibility as unbecoming as it is unnatural, saying: "Behold, I bring you the books of the month; they are good books or they would not be here. That is enough for you to know. I have spoken!" And yet he has at his command twice over the chief essential ingredient of all good advertising, namely, confidence. Confidence in the righteousness of his mission and confidence in the merit and integrity of his book

tion, and in the conscientious method employed in making it. Why does he try to do a little of that which the want spends millions in trying to do admit that confidence to his patron? when his business is book selection, he knows he prosecutes it faithfully, so afraid of being caught at it?

monthly bulletins of our public libraries, with a few shining exceptions, are and bald author and title lists emerging that deadliest of all monotonous, the catalog entry. Now, I have too long apprenticed to the trade of cataloger to find it in my heart to cavil at art and the carefully evolved, scientifically derived principles upon which it

But when the cataloger is "aging" he is not writing advertising

He is making a permanent record, he is following certain rules which experience has established and vindicated as good and necessary for that purpose.

He finds it necessary to establish, and the possibility of confusion, the true identity of an author, and he does so by giving that author his full and complete name, stripping him of all disguises never heeding the fact that the author himself may have been trying through all years of discretion to live down the intonations of his baptismal record. This use of employing full names in a card catalog can still be defended, though with labor. But when an author is made appear thus full-panoplied in a monthly bulletin, which should have the freshness and attractiveness of a news-sheet—which

it is—he is more often disguised and veiled from, than revealed to, the view of him who is expected to read as he runs. In the cataloger rightly confines himself to rendering an accurate transcript of title page, neither adding thereto, nor,

be wise, subtracting one jot or tittle from. But title pages, like human beings, are often but a poor index to character; and many a book which might upon acquaintance prove a very good friend indeed, if only some one had been to speak the few formal words of in-

troduction required in good society, is passed by because of a forbidding and austere, or otherwise misleading, countenance. And so the monthly record becomes a stern and monotonous affair, requiring to be furbished up and trimmed with all sorts of side issues by way of supplying what the city editor calls human interest, all of them well contrived to advertise the library, but using up the space which should be given over to advertising the books—of which, first of all, and after all the library is composed.

Mr. Dana, in his pamphlet on booklists, makes a statement, from the experience of his own library, but which must have found an echo in many a heart, to the effect that the monthly list did not supply any definite demand and was very little used. Exactly! So might a monthly list of additions to the city directory be very little used; so does the periodical revision of the telephone directory supply a definite demand only to those who are looking for something—and the average citizen is spending very little of his time looking for books. They must be shown to him, and then he must be shown why it will be to his advantage, pleasurable or profitable, to make their closer acquaintance.

Open shelf rooms, or, wanting these, display racks and tables are in themselves a mighty stride forward in shortening the distance between the reader and the books. But do they always go the whole distance? Is it enough to turn a man loose in a roomful of books, all beckoning to him and standing in rows expectant to be chosen, like children in a game? They cannot speak, the attendants, gracious and hospitable and expert though they be, cannot speak to everyone. They often have enough to do to give attention to those that have the courage to speak to them. But placards could speak. Small groups of books, taken out of their tactical formation on the shelves and brought together because of some bond of common interest not always convertible in terms of the decimal classification, could become elo-

quent. And eloquent, indeed, and welcome to the dazed explorer of unfamiliar precincts, would be a bulletin, many of them, plenty of them—for a belief in signs of the right sort is a mark of wisdom—which would tell him in an authoritative, confident, and confidential way what he wishes to know, namely, something about the books, or only about a few of them, that surround him. We do these things, sometimes, on rare occasions, on special days, by means of special bulletins. But it is mostly in the children's room. In fact we take great pains that the children should receive the benefit of our expert judgment and ministrations. But to their elders, to most of whom we might well apply a reverent adaptation of the words of the precept, beginning: "Except ye become as a little child . . .," to their elders we pay the subtle and misdirected compliment of assuming that they know as much as we do about what is, after all, our chief business, the selection and proper employment and enjoyment of books.

It begins to appear, then, I hope, that what I am driving at is that the way to convey information as to subject and scope of books is to talk about them, and to talk about them in such a way as to transmit not only the information, but our own interest in them, our confidence in them, and our point of view—which is not different from that of the people we seek to serve, though it may be more clearly defined when it comes to books. We are all human beings together and our chief common interest is human interest. When we can establish that bond between ourselves and those whom we desire to reach the task is done.

Why is it that the Chicago Evening Post, three weeks ago today, devoted 500 words in its editorial columns to comment upon the shelf of classics and the illuminating explanatory legend accompanying it, in the Springfield, Mass., library? Why is it that when we receive the St. Louis bulletin, we turn first to the page of "Books I like and why I like them?" Why do the

pleasant little informal chats in the Chicago book bulletin about the troubles of the reference department meet with so wide a response? Why is Mr. Wellman's charming booklet about "Some modern verse" still kept in every librarian's little private file of things really worth keeping? Because in all of these, in one form or another, there appears the common bond of sympathy, the common note of human nature, which finds its complement wherever nature is human; the common ground of interest in the self-revelation of human beings which these little isolated and intrinsically unimportant enterprises bring to light. The book bulletin that would report upon the books of the month in the same pleasant, informal fashion, that would embody a page or two of book-chat in the same style of sprightly, intimate, personal causerie, think you that such a book bulletin would stand in great danger of being suspended because "it was very little used?"

Let us, then, talk more about our books: by word of mouth, in print, by placards, by whatever means ideas may be conveyed, so that the means be effective and the ideas—our own! When we annotate, and so breathe the breath of life into the dry bones of a catalog entry, let us honestly assume responsibility for the presence of the books in the list, by giving our own appraisal, and not always by quoting from some organ of orthodoxy whose very name connotes oppressive solemnity to the man in the street. We have our own collective opinion ready made for us every month in the A. L. A. Booklist, concisely put, simply worded, and the result of the combined judgment of a body of collaborators of the highest respectability. But this we mostly keep to ourselves, as a sort of trade secret, instead of giving the public at large the benefit of this most admirable product of co-operative skill.

And let us do these things not by way of pretending to oracular gifts or the possession of omniscience, but as a means of revealing ourselves and so of establishing a channel of communication between our-

selves and our people through which the clear stream of human nature, which is common to us all, may flow unobstructed. And upon that stream we may confidently launch our several ships, freighted with wisdom and joy, profit and pleasure, inspiration and growth and life itself, safe in the knowledge that they will be wafted straight down the stream to their destinations, the hearts and minds of our patrons.

Perhaps this is one of the things in the mind of the president when she laid down the following query as the point of departure for this week's program: "Should not the library, neglecting no other known service, make very certain that it fulfills its own unique task, that is, to provide and to make known the sources of joy?"

The PRESIDENT: I think it is quite evident from several references in Mr. Roden's very delightful paper why the president went to Springfield for a paper on making known the charm of books. The librarian at Springfield was by "royal command" compelled either to write a paper himself or produce some one who could write it, and Mr. Wellman has produced Miss Grace Miller's manuscript, which he will read to us.

Mr. WELLMAN: Madam President, Ladies and Gentlemen, I am very sorry that Miss Miller could not be here to present her paper in person. She is known to some of you through the notes which she writes for the Springfield Bulletin.

Mr. Wellman read the following paper, prepared by Miss GRACE MILLER, of the Springfield city library.

#### BOOK ADVERTISING: ILLUMINATION AS TO ATTRACTIONS OF REAL BOOKS

The reputation of the American people as a nation of readers evokes a pleasurable sensation of pride in the patriotic heart. But when we pause to ask, "What do they read?" that pride is destined to fall. Newspapers, periodicals, novels, the popular books of the hour—yes, but how many of the books of all time? It may be doubted if the present generation, with

all its opportunities, reads as many of these as did its fathers.

Two traits seem forcibly to impress the cultivated foreigner as characteristic of our men and, to a lesser degree, of our women—a hard materialism and a lack of interest in the finer things of life. Is there any relation between this dearth of idealism and the reading habits of the nation? Ideals are the greatest force in life, and what a man's ideals are is largely determined by what he reads. The power of great literature to awaken noble ambitions, to cultivate the imagination, to impart the ability "to see life steadily and see it whole" is undisputed. In face of all this, where does the library of to-day stand?

It has been pointed out that the modern library movement is of recent growth. We look with amazement at all that has been accomplished in the last quarter-century. There seems little to connect the library of the present with the library of the past. But one link remains—the book. Sometimes it seems as if that was the one thing we were leaving out of our thought—the book, not as a material object, paper, printing, binding, to all of which we pay much attention, but the book as literature. Is the library, too, becoming materialized? As the authorized custodians of the wisdom of the past, we stand in an important and dignified relation to the present. How can we share our treasures with a public that too often fails to appreciate its need for them?

First of all—above all mere schemes and devices however good—must come a real love and enthusiasm for books, and a knowledge of them among library workers. It is impossible to awaken an interest in other people in a subject in which you are not interested yourself. There has been more or less good-natured rail-lery among librarians over that time-honored recommendation for one who wishes to enter library work, that he is "fond of reading." In the long list of qualifications which, we are told, the library assistant should possess—a list so compre-

hensive that one is reminded of the old jest about expecting all the virtues for four dollars a week—love of books seems to be ranked very low. It may be questioned if this is not a mistaken policy. After all, books are the basis of all library work and the attitude of the workers toward the books, cannot be unimportant. One of the most scathing indictments ever brought against library assistants was made when Gerald Stanley Lee accused them of being "book chambermaids." We like to judge our profession—if I may be allowed that disputed term—by its leaders; but the public judges us by the people who answer their questions in our delivery rooms and at our information desks and in our reference departments. And it is no use trying to evade the issue, as some libraries do, by requesting people not to ask questions at the delivery desk. Two-thirds of our public never get any farther and, even when referred to some other department, show an inexplicable unwillingness to go there.

A few years ago the following communication appeared in a well-known paper: "Will you kindly inform me through the columns of the Saturday Review of Books where I can find the story of 'Gil Blas'? I inquired at one of the public libraries and the attendant said she had never heard of it." Incidents like this, and we must in all honesty admit that they are liable to occur in any library, may be one reason for the too prevalent impression that the library is merely a place where one can get a new novel. If we wish to promote the reading of the best books in our communities, we must have literary taste and a familiarity with books in the members of our library staffs.

The power of the *viva voce*, personal opinion is apt to be underestimated. "It's great," says the little cash-girl in the department store, and her word settles the matter for the hesitating purchaser. With the public at large, your recommendation of a book goes farther than a learned review by a real authority. Here is where our opportunity lies, not only inside the

library, but outside. A librarian who recently read "Eothen" and found it thoroughly delightful, casually spoke of it among his friends and, as a result, knows of no less than seventeen people who read the book and twelve who bought it. This incident is typical. Why did you choose the last book you read? Even if you are a librarian and in the habit of looking over endless numbers of book reviews, it is more than likely it was because someone spoke of it in a way to arouse your interest.

In our professional capacity we all expect to be called upon for advice in selecting books, but even outside the library we are probably alike in finding that people assume we can help them to discover the "something interesting" for which they are looking. Accordingly, the advantage of a broad range of literary likings is obvious. The world of literature is wide and there is something in it for every taste. If your personal preference happens to be for the moderns, if you enjoy Ibsen and Shaw and Maeterlinck—don't look askance on that other type of mind that finds happiness in Scott and Browning and Tennyson. The mental breadth that can sympathize with a point of view that it does not share, is nowhere more desirable than in library work.

Much effort is being expended by libraries at the present time in promoting the reading of their books. It is being more and more recognized that a smaller number of books more widely read fulfills the real purpose for which the library exists better than a larger number standing on the shelves. This is now so much of a commonplace that we are liable to forget how new the idea is. It was not so long ago that the annual report pointed with pride to the large proportion of income spent on books and the small amount on administration. The whole movement expressed by the term, "publicity," is the growth of a few years. So far most of our work along this line has been devoted to promoting the reading of new books and technical works. Gratifying success

has crowned our various schemes. But every library worker knows that the easiest class of books for which to find readers is new books. The reasons for this are so apparent that we need not dwell upon them. To circulate the great books, the classics, the books which constitute literature in the restricted sense is another and a far more difficult undertaking, and on this we have hardly made a beginning. Yet if the library is to stand—and we all believe it should—for the highest, for true culture and refinement, if it is to be a source of ideals, as well as ideas, here is a side of our work which must not be neglected.

We may be inclined at times to underestimate the library's ability to secure the reading of specific books. An experiment tried some years ago may serve as an object lesson. Van Vorst's "The woman who toils" and "The souls of black folk," by Du Bois, were selected for this experiment. Under ordinary conditions the first of these books would have enjoyed a fair degree of popularity, while the second would have had a rather small circulation. The library bought a number of copies of each, sent notices to all the papers, had book-notes in its bulletin, put up publishers' advertisements on its bulletin-boards, and (note this last) discussed the books in staff-meeting so that every assistant was able to talk about them intelligently. The results surpassed expectations. For months it was impossible to meet the calls for them, and reserves came in steadily; most remarkable of all, after eight years the circulation of one is eight and the other three times above the average. So much for what a library can do in determining what its constituency shall read.

One reason why the best books are not read is that many people do not know how readable they are. In the vocabulary of the great public the word classic is synonymous with dry. It frightens people. How much the schools are responsible for this through their use of great literary masterpieces as text-books is a disputed ques-

tion. If we can only succeed in making people understand that the reason these works are classics is because their inherent interest is so great that it has kept them living and vital through the years that have brought oblivion to hordes of weaker writings, we shall have accomplished something truly worth while. But if to many of our patrons the classic is something to be feared and avoided, there are others who really wish the best, but either do not know it or are so busy that they neglect it, taking the book that comes first to hand. Like those daughters of time—the hypocritic days, books too bring diadems and fagots.

"To each they offer gifts after his will,  
Bread, kingdoms, stars and sky that  
holds them all."

How often have we, wearied and hurried, hastily taken a few herbs and apples, only to feel later the solemn scorn of a wasted opportunity.

There are probably few libraries to-day, outside the very small ones, that do not employ book lists, more or less elaborate in form, to call attention to their resources. These can be used to good advantage to recommend the purely literary attractions of the library's collection. But there are book lists and book lists. To some librarians a book list is a list of books, and nothing more. The newest member of the staff can take his subject, a pencil and a pad, and look in the card catalog under the proper heading, and lo! the list is made! And it is worth just about the amount of work put into it. A successful list requires far more than this. The books must be carefully selected by some one who knows them. If there are annotations, they must really annotate. If your brief note adds nothing that the public wishes to know, it is wasted. The number of entries, the title, the arrangement, the paper, and the print, all are important in deciding the popularity of a list. A distinction needs to be drawn between the list for students and the list for popular reading. The former may be very full, but experience tends to show that the latter should

be brief—twenty-five entries at the longest; and many times, ten would be better. Ten great autobiographies, ten world-famous dramas, ten literary masterpieces—the very titles hint at that multum in parvo which gives popularity to collections like Dr. Elliot's five-foot library. To read five feet of books and find oneself simply but sufficiently armed and equipped to hold one's own with any university giant, how enticing it sounds! and how simple. The public dearly loves superlatives—"the best," "the most famous," "the greatest." If any librarian doubts the drawing power of these phrases, let him make a trial of them. A knowledge of psychology may be a great aid in library work.

To be successful, the compiler of a book list should thoughtfully consider whom he hopes to reach by it and then take measures to see that it reaches them. Advertise your list, and do not for a moment think that great literature, because it is great, needs no advertising. If your local paper will say that the library is distributing a fine list on the immortal Greek tragedies, far more people will be interested in that list than if you merely hand it out at your delivery desk.

The most encouraging thought in regard to the promoting of the reading of the best books by means of lists is the broad field from which the books can be selected. The true book-lover in library work often feels like Tantalus—seeing all the time so much he would like to read and cannot. And so he turns with avidity to preparing for more fortunate mortals lists, not only of the things he has read and loved, but of the things he would love to read. Poetry, drama, essays, biography, letters, travel—here is a world from which to choose.

Supplementing the lists and adding to their attractiveness are collections of the books themselves. In large libraries most people are more or less at sea. Who has not seen them wandering aimless and bewildered from shelf to shelf, and who has not noted the relief with which they turn to almost any small selection of books.

Many libraries have kept statistics showing the circulation of books placed on special shelves, and it is invariably found that it is much higher than that of the books kept in their regular places. This has passed the experimental stage. Today we know that we can in this way increase the use of any books we select. There are just as good books in the stack, but they will not be read to anything like the same extent. A library has in its delivery room certain shelves on which appear all the new books that are bought, regardless of class. The circulation from these shelves is notably large. After a varying length of time these books are sent to the regular shelves. Immediately the use of them decreases. Books that were read almost continuously while they were on the special shelves only go out occasionally. But take them back to one of the small miscellaneous collections in the delivery room and they immediately begin to circulate again. The merchants learned long ago that people buy what they see, and so in all the stores a large amount of stock is on the counters for inspection. Librarians have learned that people also read what they see. In both cases, however, the methods adopted to secure patrons are influenced by the natural limitation as to the amount that can profitably be seen. The experienced clerk does not show the prospective buyer too many different kinds of cloth, lest he should become confused, be unable to decide, and refrain from buying. So with the reader. He can select something satisfactory from a single case of books, when row after row of them gives him mental vertigo. So do not say to him, "Here is all Greek literature—choose." But bring together on a table or a shelf a few books and say, "Here are a dozen of the greatest tragedies in the Greek language. All of them are worth reading. Take one."

But when you have brought together this little collection and called attention to it, never think your work is done. After a little while change it for something else. The wonted soon becomes out-worn. When



collection is new, it is regarded with distrust. Leave it too long, and people will not see it. They walk past the shelf with a subconscious feeling that they know it is there. The thing to cultivate in literature is a delightful uncertainty as to what they will find, coupled with the excitement that it will be something different from what they saw last time. This is the excitement we must have. Here again we must take a lesson from the merchant.

Thought, and money are spent on arranging a beautiful window display. The proprietor settles back and says, "This is the high-water mark. We cannot get a better window than this; therefore we will make it permanent." Not at all. He realizes that while at first it will attract crowds, after a bit it will become an ordinary sight. He must offer something fresh. Put together a collection of the best books; call attention to them; get your staff in the habit of looking for them; change them frequently. The infinity of literature is such that its presentation need never become stale.

The method of introducing people to the literature seems comparatively little used in this country, though common in England, and that is the lecture course. It is generally affirmed that the American people no longer care for lectures. Forms of popular entertainment wax and wane. New Englander of the middle nineteenth century was an enthusiastic attendant on lectures and there can be no doubt he owed much in an intellectual way to this habit. Almost all of the best-known writers and public men of that period went on lecturing tours or gave readers from their works. Their influence was greatly extended and an interest awakened in things worth while to an extent otherwise impossible. The old-fashioned lecture certainly compares favorably with many methods of entertainment in vogue to-day. It is to be noted that the latter, far from stimulating intellectual life, are conducive to inertia of thought. It would be an interesting experiment for the libraries to attempt a

series of lectures on literary lines and see if their old popularity could be revived.

Another way of calling attention to the best in literature seems wholly neglected by libraries; and, surprising as it seems, this is through their bulletins. Nearly all large, and many small, libraries publish a bulletin, but little has been done to develop this important library agency. Here is a field that may well be cultivated. Most publications have to put much money and work into the task of securing readers. Our clientele is already provided by the patrons of our institutions. Because the bulletin gives a list of new books, and because many of the reading public are interested in new books, they read our bulletins. Why do we not give them something more than a bare list of accessions? If we wish to make our influence felt in the character of the reading in our communities, this is our opportunity. The work may be difficult, but it is certainly worth attempting.

All librarians have viewed with mingled feelings of wonder and amusement those ingenious literary ladders, by which the unsuspecting reader is triumphantly led from Mary J. Holmes to Thackeray. During the library experience extending over a number of years, the present writer has hopefully watched for an instance of some individual reader climbing this amazing structure, but she has watched in vain. It is not my aim to show how the reader of Ella Wheeler Wilcox's poems may be induced to change to Milton; or how a devoted lover of Gaboriau may follow a blazed trail that shall lead via Münsterburg's study of criminal psychology to William James; or by what methods Jack London's "Call of the wild" might eventually end in Darwin's "Origin of species." This puzzling task must be left to some more ambitious soul. But in every community there is a class of people, be it smaller or larger, to whom an attractive presentation of the stimulating qualities of real literature would appeal; and if such a presentation was rightly made, they would respond. Will not some li-

brary make trial of this method? Let it publish in its bulletin a series of brief articles about the great books, telling what they have meant in the past, what they mean to-day; showing them as sources of inspiration and of consolation; making it clear that any one who has made himself master of their treasures can never be mentally poor. Then let that library report the outcome and tell us whether, in its opinion, it paid. The trouble with too many library experiments is that the experimenters never seem to follow them up and tabulate their results. The schemes sound fine, but as to their actual working there is much haziness. Librarians are notably ready and anxious to learn from one another, and a plan reported as being tried in one place is likely to be immediately started in many others. If libraries would carefully investigate the actual results achieved by their various devices, and report their failures as well as their successes, much wasted effort might be avoided.

Another untried scheme that might be suggested is a series of readings. The wealth of English poetry commends that form of literature as well suited to this purpose, though of course there is no dearth of material along many lines from which to choose. The theory of this method is the same as that of the story-hour for children, and the same question would present itself—whether the auditor would merely enjoy the entertainment or whether sufficient interest would be awakened to induce him to pursue the subject farther. Most libraries have small lecture rooms, and this plan has the recommendation that it can be tried at slight expense.

But after everything possible has been said for schemes of one kind and another, we shall come back in the end to the supreme importance of personality. No amount of advertising, no number of lists and special collections can ever take the place of the cultivated and enthusiastic book-lover in promoting the reading of the best books.

The PRESIDENT: It all pretty nearly amounts to saying that our public are our friends, our books are our friends, and we wish to help the friends of the first part to the pleasure of knowing the friends of the second part.

The next order of business is the report of the Executive board and the report of the Council, which the secretary will read.

The SECRETARY: There have been two meetings of the Executive board, and two meetings of the Council, during this conference.

#### EXECUTIVE BOARD

At the first meeting of the Executive board ordinary routine business was first transacted, and, later, Mr. Henry E. Legler, as chairman of the committee appointed to draft a by-law stating definitely what person or persons are entitled to cast votes for institutional members, reported that the committee recommended that the by-laws be amended by adding the following section:

Sec. 11. The vote of institutional members shall be cast by the duly designated representative whose credentials are filed with the secretary. In the absence of such designation or of such delegate the vote may be cast by the chief librarian or ranking executive officer in attendance at the meeting.

Consideration was given to the recommendations adopted by the Council from the Committee on relation of the A. L. A. and State library associations and on motion of Dr. Andrews, it was voted to recommend to the association that Section 14 of the Constitution be amended by inserting the following clause, after the words "and twenty-five by the Council itself;":

"and one member from each state, provincial and territorial library association (or any association covering two or more such geographical divisions) which complies with the conditions for such representation set forth in the by-laws."

Also that Sec. 3a be added to the By-laws as follows:

"Each state, territorial and provincial library association (or any association

covering two or more such geographical divisions) having a membership of not less than fifteen members, may be represented in the Council by the president of such association, or by an alternate elected at the annual meeting of the association. The annual dues shall be \$5.00 for each association having a membership of fifty or less, and ten cents per additional capita where membership is above that number. The privileges and advantages of the A. L. A. Conferences shall be available only to those holding personal membership or representing institutional membership in the Association."\*

Adjourned, subject to the call of the chair.

The second meeting was held after the election of officers. Mr. Legler presided.

Mr. George T. Settle, acting assistant librarian of the Louisville free public library, appeared before the board and in behalf of the library board and various officials and organizations of Louisville and Kentucky invited the association to meet in Louisville in 1913.

A letter was read from Mr. George F. Bowerman, librarian of the District of Columbia public library, in which was expressed a desire that the association meet in Washington in 1913 and, if found practicable and desirable, to adopt the policy of holding recurrent meetings in that city.

Invitations for the conference of 1913 were also received and read from the convention bureaus of Chicago, Buffalo and San Francisco. All of these invitations were tabled for due consideration.

After general discussion it was voted as the opinion of the Executive board that the next conference should be held at some summer resort in the eastern section of the country and the secretary was instructed to investigate places of this nature, and report to the board.

A report of considerable length was received from the Bookbuying Committee relative to negotiations between the respective committees appointed by the A. L. A. and the American Booksellers' Association, upon which it was voted that

\*As this by-law would be meaningless until the above recommended amendment to the Constitution is in force, action on the by-law was postponed by the Association until the next annual conference.

this report be sent to the respective members of the Executive board and their opinions and suggestions thereon be filed with the secretary to be later considered by the board.

A communication from the secretary of the Catalog section was received stating that the following resolution had been unanimously adopted by that section:

RESOLVED, that the A. L. A. Executive board be asked to appoint a committee to investigate the cost and method of cataloging in accordance with the suggestions in Mr. Josephson's paper, "What is cataloging?"\* Mr. Josephson's paper accompanied the communication. It was voted that the president appoint a committee of three for this purpose and that an appropriation of \$15 be made for the necessary expenses of the committee. The president appointed as this committee Mr. A. G. S. Josephson, Miss Agnes Van Valkenburgh and Miss Emma V. Baldwin.

A communication was considered from Mr. Asa Don Dickinson, addressed to the secretary, relative to a campaign for a library clearing house for periodicals. It was taken by consent that such a campaign would not be practical for the A. L. A. to undertake under present conditions.

Mr. Wellman, as special committee of one from the Publishing board, to investigate the advisability of the appointment of a committee to work upon the compilation of a code for classifiers, reported favorably on the plan and recommended that the Executive board take the matter in hand and appoint a committee as requested. On motion it was voted that the following committee be named: W. S. Merrill, J. C. Bay, W. S. Biscoe, W. P. Cutter, J. C. M. Hanson, Charles Martel and P. L. Windsor.

On motion of Dr. Andrews it was voted that the secretary secure data relating to the library careers of the members of the association, this information either to be incorporated in the annual

\*For Mr. Josephson's paper, see page 245.

Handbook or filed at the headquarters office for use of the membership.

On motion of Dr. Andrews it was voted that the president suggest to the members of the Executive board any changes he deems desirable in the membership of the standing committees and to ask for such suggestions and that the secretary inform the members of any changes suggested by the committees themselves.

On motion of Miss Eastman it was voted that C. W. Andrews and A. E. Bostwick be re-elected members of the Publishing board for terms of three years each.

Voted, that at its January meeting the Council be requested to define the policy of the association as to the number of general sessions advisable at the annual conference.

On motion of Dr. Andrews it was voted that the program committee be asked to consult the wishes of the affiliated organizations regarding the closer grouping of their respective sessions at the annual conference.

Voted, that at future conferences of the association the ensign of the United States and the British union jack be placed side by side to signify the international nature of the association.

Adjourned.

Note: The standing committees for the year 1912-13 were later appointed as follows and although these appointments were not a part of the Ottawa conference business, the list is here given for convenience of reference.

#### A. L. A. STANDING COMMITTEES, 1912-13

##### Finance

C. W. Andrews, The John Crerar library, Chicago.

F. F. Dawley, Cedar Rapids, Iowa.

Edwin H. Anderson, Public library, New York.

##### Public Documents

G. S. Godard, State library, Hartford, Conn.

A. J. Small, State library, Des Moines, Ia.

Ernest Bruncken, Library of Congress, Washington, D. C.

John A. Lapp, State library, Indianapolis, Ind.

M. S. Dudgeon, Wisconsin free library commission, Madison, Wis.

T. M. Owen, Department of archives and history, Montgomery, Ala.

S. H. Ranck, Public library, Grand Rapids, Mich.

Adelaide R. Hasse, Public library, New York.

C. B. Lester, State library, Albany, N. Y.

#### Co-operation with the National Education Association

Mary Eileen Ahern, "Public Libraries," Chicago.

Marie A. Newberry, Public school library, Ypsilanti, Mich.

Irene Warren, School of Education, Chicago.

George H. Locke, Public library, Toronto, Ont.

Harriet A. Wood, Library association, Portland, Ore.

#### Library Administration

A. E. Bostwick, Public library, St. Louis, Mo.

Geo. F. Bowerman, Public library, Washington, D. C.

John S. Cleavinger, Public library, Jackson, Mich.

#### Library Training

A. S. Root, Oberlin college library, Oberlin, O.

Faith E. Smith, Public library, Chicago.

Mary W. Plummer, Library school, Public library, New York.

Adam Strohm, Public library, Detroit, Mich.

Caroline M. Underhill, Public library, Utica, N. Y.

Chalmers Hadley, Public library, Denver, Colo.

Cornelia Marvin, Oregon library commission, Salem.

Geo. O. Carpenter, trustee, Public library, St. Louis, Mo.

#### International Relations

Herbert Putnam, Library of Congress, Washington.

E. C. Richardson, Princeton university library, Princeton, N. J.

J. S. Billings, Public library, New York.

W. C. Lane, Harvard university library, Cambridge, Mass.

R. R. Bowker, "Library Journal," New York.

#### Bookbuying

Walter L. Brown, Public library, Buffalo, N. Y.

C. B. Roden, Public library, Chicago.

C. H. Brown, Public library, Brooklyn.

#### Bookbinding

A. L. Bailey, Wilmington Institute free library, Wilmington, Del.

Rose G. Murray, Public library, New York.

J. R. Patterson, Public library, Chicago.

#### Federal and State Relations

B. C. Steiner, Enoch Pratt free library, Baltimore, Md.

T. L. Montgomery, State library, Harrisburg, Pa.

Demarchus C. Brown, State library, Indianapolis, Ind.

Paul Blackwelder, Public library, St. Louis, Mo.

C. F. D. Belden, State library, Boston, Mass.

#### Catalog Rules for Small Libraries

Theresa Hitchler, Public library, Brooklyn.

Margaret Mann, Carnegie library, Pittsburgh.

Mary L. Sutliff, Library school, Public library, New York.

#### Travel

F. W. Faxon, Boston Book Co., Boston, Mass.

C. H. Brown, Public library, Brooklyn.

J. F. Phelan, Public library, Chicago.

#### Co-ordination

C. H. Gould, McGill university library, Montreal.

J. L. Gillis, State library, Sacramento, Cal.

N. D. C. Hodges, Public library, Cincinnati, O.

W. C. Lane, Harvard university library, Cambridge, Mass.

Herbert Putnam, Library of Congress, Washington.

T. W. Koch, University of Michigan library, Ann Arbor.

J. C. Schwab, Yale university library, New Haven, Conn.

#### Work with the Blind

Mrs. Emma Neisser Delfino, Free library, Philadelphia.

Laura M. Sawyer, Perkins Institution, Watertown, Mass.

Laura Smith, Public library, Cincinnati, O.

Miriam E. Carey, Public library commission, St. Paul, Minn.

Charles S. Greene, Free library, Oakland, Cal.

#### Program

Henry E. Legler, Public library, Chicago.

E. H. Anderson, Public library, New York.

George B. Utley, A. L. A. Executive office, Chicago.

### COUNCIL

#### First Meeting

The first meeting, held June 27th, was called to order by President Elmendorf, with 37 members present. First Vice-President Legler, at request of the president, took the chair.

Voted that a committee of three be appointed by the chair to nominate five members for Council to be elected by council for a term of five years each. The chair appointed George H. Locke, R. G. Thwaites and Mary L. Titcomb.

Mrs. Elmendorf, as chairman of committee on relations of the A. L. A. and certain other national associations, made a report of progress, stating that the committee had formulated a letter setting forth the desire for closer co-operation, which letter had been transmitted by the secretary to 35 associations. Replies had been received from 23, all of which expressed a desire for closer co-operation between their association and

the A. L. A. Voted that the report be received as report of progress and the committee continued.

In the absence of Mr. W. C. Lane, chairman of the special committee to promote and co-operate in the development of printed cards in relation with international arrangements, Dr. C. W. Andrews made an informal report on his own work as a member of the committee, stating that the John Crerar library was testing the time required to order printed cards from the Royal Library of Berlin to see whether such orders would reach their destination in time to be filled. He expressed the hope that a majority of such orders would be received in time. Mr. Bowker spoke of the work as seen by him on a recent trip abroad. Dr. Putnam spoke informally of the Leipzig exhibit of book arts planned for two years hence.

The committee on ventilation and lighting reported informally through the chairman, Mr. Samuel H. Ranck, who stated that a formal report had been prepared and would be presented at a later session.

Miss Alice S. Tyler, chairman of the Committee on relation of the A. L. A. and State library associations, presented the following report:

The Committee on relation of the A. L. A. and State library associations reports to the Council the further consideration of the report which was referred back to the Committee at the January meeting of the Council and makes the following recommendation:

That Council recommends that the Executive board consider the advisability of amending Section 14 of the Constitution and Section 3 of the By-laws to include representation of state, territorial and provincial library associations in the Council and the conditions of such membership.

The Committee further suggests that the By-laws be amended to provide that the privileges and advantages of the A. L. A. conferences shall be available only to those holding personal, or representing institutional, membership in the association.

Voted that this report be adopted.

The Committee appointed to consider the government of American libraries

and their relation to the municipal authorities, presented a report through the chairman, Dr. A. E. Bostwick, upon which it was voted that the report be recommitted to Committee for consideration as to minor changes and further report.

On motion it was voted that the Committee be continued and that membership be increased to five. The president named M. S. Dudgeon and Adam Strohm as additional members.

Adjourned, subject to call of the chair.

#### Second Meeting

At the second meeting, held June 29th, 24 members were present. Vice-President Legler presided at the request of President Elmendorf, who was present.

Dr. Andrews, as a member of the Committee on conditions governing affiliation of other than local, state and provincial associations, reported orally, recommending that a by-law be framed to include as one feature that a membership fee of \$25.00 a year be assessed on such affiliated organizations, stating that three at least of the already affiliated organizations had expressed their willingness to such fee, and that the remaining association has been received on condition that it accept such terms of affiliation as might be determined by the A. L. A.

On motion of Mr. Bowker it was voted that the report be received and that the Committee be continued but that at the request of Dr. Putnam he be relieved and Mr. J. I. Wyer, Jr., be appointed as a member of the Committee.

At this meeting Council elected the following persons as members of the council for a term of five years each: Josephine A. Rathbone, Mrs. Percival Sneed, Mrs. Harriet P. Sawyer, M. S. Dudgeon and W. O. Carson.

The report of the Committee on government of American libraries, Dr. Bostwick, chairman, which was presented at a previous meeting and recommitted to the Committee for certain minor changes, was again presented and it was voted that the report as amended be received and the resolution adopted. The report,

including the resolution referred to, is as follows:

**Report of Committee on Relation of the Library to the Municipality**

To the American Library Association:

Your special committee to whom was referred the matter of drafting a report on what the association regards as fundamental in the relation of the public library to the municipality, submits herewith its report. This whole subject is of such great importance that your committee believes it should receive further consideration, especially if it is desired that there should be submitted the draft of what may be termed a model library article, chapter, or title in a city charter, particularly a charter in a state operating under a so-called home rule law, whereby each city may make its own charter within the limitations fixed by the state constitution and a general state law.

Your committee believes that the association is practically unanimous in its conviction that the public library should be regarded as a part of the educational machinery of the community, and that the functions of the educational organization are generally separate and distinct from those of the local government organization. In the very nature of things it is therefore impossible for the public library to get the kind of administration it deserves when it is administered as a part of the city's system of parks, or under the supervision of its board of public works. It may be stated that in some of our states the state constitution recognizes this distinction by providing for two corporations with the same geographical boundaries, the one dealing with the questions of local government and the other with education,—the public schools. This constitutional distinction is based on the principle that education is a matter of state concern, that the interests of the state in education are paramount, and therefore that the state should exercise greater control in educational affairs than in local govern-

ment affairs. In line with this thought, your committee submits the following resolution, which it recommends to the association for adoption at this time:

**RESOLVED:** That the American Library Association calls the attention of municipal governments, and of public bodies engaged in the preparation of new or amended charters for such governments, to the necessity for securing independence of action of the public library as an educational agency co-ordinate with the schools. Radical changes in forms of municipal government have sometimes left the library's position insecure or doubtful, and charters providing the so-called "commission form" of government have in particular often failed to define adequately the position of public libraries and their governing boards. Where there is classification of municipal functions, this association feels very strongly that the public library should be grouped with educative agencies such as the public schools rather than with departments that have little or nothing to do with its work. While it is desirable to keep the control of the library in independent hands and not to place it and the schools under the same direct management, we believe that a city charter should contain no provision grouping the library otherwise than with educative agencies.

If the foregoing resolution is adopted, we recommend that a committee be appointed to study this subject further and to submit the draft of what might be termed a library chapter for a city charter.

For the purpose of discussion and to clarify the thought of the association on this subject your committee submits the following tentative points which it believes should be considered for such proposed model library chapter.

First, the charter should provide for a library board which should have power to administer and control the public library of the city, and at the same time administer all libraries municipally owned in the city. This would include the municipal legislative reference library in the city hall, libraries in public schools, high schools, and possibly such others as libraries in municipal art galleries, museums, etc. This board should consist of not less than five or more than nine mem-

bers, excluding ex-officio members, the number of which should not exceed one half of the appointive or elected members. A sufficiently small proportion of the board should be elected or appointed each year to make its membership fairly continuous so that it may develop a constructive policy, something that is impossible where the membership is likely to change materially at brief intervals. In no case should the terms of more than half of the members expire at one time.

In our smaller cities or towns it would seem advisable to consider whether the municipal art gallery and museum should be administered by the same board which administers the library. It has been suggested that in such places it would be possible to carry on this work with very much less expense under one management than under several managements, and experience apparently demonstrates that having the library, art gallery, and museum interests in the city in the same building, or in a group of related buildings, adds immensely to the public service of each at a minimum expenditure of money. In other words, having all these interests under one roof or in buildings closely adjoining each other makes it possible for each institution to strengthen the other, and at the same time makes it possible for the best coöperation and coördination; and furthermore many more people will use each of these institutions when they are together than when they are widely separated. In larger cities where it may seem desirable to have the art and museum interests under separate boards the charter should provide for official (ex-officio) representatives of each of these institutions on the boards of the others as well as with the board of education of the city, so as to insure the greatest amount of coöperation and coördination. It is the conviction of this committee that the educational interests of the community in many of our cities today should be coördination to a greater extent than they are now, not only for the purpose of eliminating duplication of work and effort but also for the mutual

strengthening of the work and effort of each.

In many small cities and some larger ones it has been the practice for the public library to be managed by the board of education. The disadvantage of this, however, is that the library interests are usually turned over to a committee and that the membership of this committee is likely to change from year to year, so that there is no constructive policy; and where there is no constructive policy the interests in the library on the part of other members of the board is likely to be small. However, many of the difficulties with the management of a public library by a board of education have frequently grown out of the method of appointment or election of the school board. If the school board is in politics and therefore more or less partisan, the library is apt to suffer by this arrangement even more than the schools themselves. Possibly, where public opinion is sufficiently alive to the value and importance of education a single board might manage all the educational interests of a city, just as the board of regents of one of our large state universities administers its varied activities.

Another point to be considered is whether the library board should be elected by the citizens at large, or appointed by the mayor or selected by the board of education. Election by the citizens of members to such a board should be absolutely non-partisan. Women should have the right to vote and should be eligible to the board. The board should have power to fill vacancies which may occur by death or resignation, until the next general election, in case the board is elected by the citizens at large. Of course, if the members are elected by the board of education, vacancies could be filled at any time by that board, and if they are appointed by the mayor he could fill a vacancy.

Your committee believes that it is unwise for a public library to be governed by a board which elects its own members, or a majority of its own members: in



words, a "close corporation" is not a form of governing board that is best for a library belonging to all the people of a community. This would not apply to cities make a terminable contract with an existing institution. It is generally wise for the corporate name of a municipal public library to bear the name of an individual. It should bear the name of the city, and the charter should fix its

the charter should provide for the election of the library board by the election of a president and vice-president, the city treasurer as the ex-officio member of the board and the city comptroller as the auditor of the board's accounts. It should also provide for a secretary or clerk, who should be an officer of the board rather than a member of the board, and it is highly desirable that the chief officer should be the librarian. In any case his powers should not conflict with those of the librarian.

The charter should give the library full power to hold trust funds which are placed in its hands, to administer them, and to accept and to hold gifts and personal property for the general purposes for which the board was established. The charter should provide, if the law does not do so, that the library should not receive less than a minimum fund for its maintenance, based on the assessed valuation of the city. It should never be possible for a council to pass a library's budget that it is necessary to close branch libraries or abandon library work for a year or more, or cutting off for the time being all library growth and sometimes crippling the library so that it takes years to recover.

This has happened in more than one American city. The whole idea of a millage tax for the maintenance of a library is in line with the thought existing in many of our state constitutions, namely, that the educational interests of the community are paramount. The library board should have full legal authority for defense in the courts, etc. The

charter should provide that the chief law officer of the city should be its legal representative.

The library board should be given the power to render library service by contract to communities outside of the city limits, such as towns, townships, or counties. In short, it should be given liberal powers for extending its usefulness into similar or related unoccupied fields.

The library board should be given absolute power and responsibility over its employees, their appointment, promotion, salaries, removal, etc., within the general limitations of the charter. It should provide that all employment should be given on the basis of merit alone, but that a civil service system should not be imposed upon it from the outside any more than a municipal civil service should be imposed upon a board of education in the employment of teachers in the public schools. Your committee has yet to learn of a single American city where a municipal civil service commission, which deals mainly with the employment of clerks in offices, policemen, firemen, etc., has been able satisfactorily to select or promote employees for educational work.

The library board should also have power to draft and enforce regulations governing the reasonable use of the library under the general limitations of the city charter or state law.

And, finally, the charter should provide that the library board should submit annually to the mayor or the legislative or tax levying body of the city a report of its receipts and expenditures together with a general account of its work and trusts.

As stated above, your committee offers all of this to serve as a basis for discussion if it is desired that a model library section for a charter should be drafted.

All of which is,

Respectfully submitted,

ARTHUR E. BOSTWICK, Chairman,  
JUDSON T. JENNINGS,  
SAMUEL H. RANCK.

The Committee on ventilation and lighting of library buildings, Samuel H. Ranck,

chairman, made a verbal report of progress, stating that a lengthy written report covering the investigations and results of correspondence had been prepared. The Committee stated that certain commercial companies proposed to make experiments along the lines of the Committee's investigation and it was taken by consent that the Council express its gratification that these experiments are to be undertaken by the respective companies and that the results will be watched with interest. On motion of Dr. Steiner it was voted that the report be accepted as a report of progress and Committee continued.

Mr. Charles S. Greene informed Council that the California library association had unanimously passed a resolution to invite the A. L. A. to meet in California in 1915. The statement was received as information and ordered transmitted to the Executive board.

Adjourned, subject to call of the chair.

The PRESIDENT: You have heard the reports. If there is no objection they will be received, but there are certain recommendations incorporated in them that need action. Will the secretary please read once more the recommendations from the report of the Executive board?

The secretary read again the proposed amendment to Section 14 of the Constitution.

The PRESIDENT: What is your pleasure? It should be remembered that this amendment to the Constitution will require an affirmative vote for two successive sessions of the association.

On motion of Mr. Samuel H. Ranck, duly seconded, the amendment received an affirmative vote.

The secretary read again the proposed Section 11 of the By-laws, recommended by the Council, and on motion of Dr. Bostwick, seconded by Dr. Andrews, this amendment to the By-laws was adopted.

The secretary here read again the resolution incorporated in the report of the Committee on government of American libraries and their relation to the municipal authorities.

Dr. BOSTWICK: Madam President, in moving the adoption of this resolution, I would suggest that opportunity be given for its discussion by the association.

Mr. RANCK: I second the motion for the adoption of that resolution, Madam President.

The resolution was adopted.

The PRESIDENT: Here is a matter of news from the outside world. The bulletins have announced that Governor Woodrow Wilson has been nominated on the forty-sixth ballot by acclamation. I think this is the first time that a woman ever made that kind of an announcement.

There is a matter of business from the Public documents committee, on which we should like to hear from Mr. Godard.

Mr. GODARD: This resolution which comes from the Committee on public documents, comes before you in a little irregular manner, because the government documents round table was not held until yesterday afternoon, and there has been no meeting of the Council since, and will not be to the end of the conference; but the purpose of the resolution is simply to convey to the Congressional committee on printing, at Washington, the thanks of this association for the efforts that committee has made to embody in the bill which has been passed by the Senate the several recommendations made from time to time during the seven years' existence of the committee, relating to the printing, binding and distribution of documents. The bill as a whole has met with the approval of the various librarians, as manifested at the government documents round table yesterday afternoon. While some minor suggestions were made, it was thought best that these suggestions should go to the committee in the form of suggestions rather than be embodied in the resolutions.

If in order, I should be pleased to read the resolutions.

WHEREAS the Congressional Committee on printing, appointed under an Act passed March 3, 1905, has after seven years of investigations and hearings, formulated and presented to Congress a new bill relating to public printing, binding

and distribution of government publications, which embodies so many of the suggestions and recommendations upon these subjects, made from time to time by this association and its several committees,

**RESOLVED**, that we, the members of the American Library Association, assembled at our Thirty-fourth Annual Conference at Ottawa, Canada, June 26th to July 2nd, 1912, express our appreciation to the Senate and House Committees on Printing, and to the Superintendent of Documents, for the uniform courtesy and careful consideration extended, and the hope that the Bill (S 4339) may be enacted into law substantially as passed by the Senate.

The **PRESIDENT**: You have heard the resolution as presented from the public documents committee. What is your pleasure?

Dr. **ANDREWS**: I hope the association will by three-fourths vote approve this resolution. I can testify that Mr. Godard did not understate the approval which the draft of the bill met with at the government documents round table.

The resolution was adopted unanimously.

The **PRESIDENT**: The next business in order is the report of the Resolutions committee, of which Dr. Thwaites is chairman. I want to say just one word before those formal resolutions are read, to express my own personal appreciation of the efforts of our Canadian hosts. It seems to me that in their welcome to us, in their kindly courtesy, in every attitude which they have taken toward us, they have made an atmosphere of good cheer and hospitality in which all our business has been done; it has been an atmosphere of the greatest acceptance and delight, and has been like the sunshine out of doors. We will hear the report of the Resolutions committee.

Dr. Thwaites, chairman of the committee, read the following report:

#### REPORT OF COMMITTEE ON RESOLUTIONS

Your committee beg leave to recommend the adoption of the following minute, to be spread upon the records of the con-

ference, and that copies thereof be forwarded by the secretary to the several bodies and persons mentioned therein.

In its membership and its sympathies, the American Library Association is broadly American. It aims to secure among the librarians of the continent that practical reciprocity in ideals and interests that should everywhere prevail among those engaged in undertakings for the moral and intellectual betterment of humanity.

The association is deeply gratified in being able to hold its 34th annual conference within the Dominion of Canada, whose representatives have for many years prominently participated in the management and deliberations of the association. Since its meeting in Montreal, twelve years ago, the membership of the association has increased from nine hundred to twenty-three hundred. Toward this expansion (itself a visible sign of that quickening of popular concern in educational affairs which has been so marked a feature of the past decade), Canada has contributed a goodly share. It is hoped and believed by the association that this conference will still further inspire and strengthen those public-spirited men and women, who, in various capacities, are conducting the public and institutional libraries of the Dominion.

Of the fine temper and professional zeal of its Canadian membership, the association has had frequent evidence; but the experiences of the past eight days have brought to the members from the United States a new, although by no means unexpected, sense of the abundant hospitality of their Canadian colleagues. Any vote of thanks that may be adopted by this association, can seem to the visitors south of the international boundary, but cold recognition of the warm sincerity of their greeting in the capital of the great Dominion. It is hoped, however, that between the lines of this fraternal salutation from the men and women of the south, their confreres of the north may read such sympathy and love as words cannot convey.

The association begs to place on record its heartfelt thanks to all of those many Canadians who, in whatever measure, have contributed towards the success of this delightful meeting and to the entertainment of its participants. But to the following men and women who, either officially or personally, have been intimately concerned in preparations for and in the management of the many charming hospitalities that have made this conference so notable in the history of American librarianship, the association unanimously expresses its especial appreciation.

At Toronto, entertaining the western delegation: The Government of the province of Ontario, represented by Sir James Whitney, premier, the Hon. R. A. Pyne, minister of education, and Mr. Walter R. Nursey, inspector of public libraries; Professor Needler, librarian of the University of Toronto, and Professor Lang, librarian of Victoria college; the Ontario Library Association and its officers: the members of the Toronto public library board, and their chief librarian, Dr. George H. Locke.

At Ottawa, the Government of the Dominion, represented by the Hon. George H. Perley, acting premier, and the Hon. Martin Burrell, minister of agriculture; His Worship the Mayor of the Corporation of the City of Ottawa; the local Committee of Ottawa, the chairman of which, Dr. Otto Klotz, was represented by Dr. James W. Robertson, C. M. G.; particularly Mr. Lawrence J. Burpee and Mr. D. P. Cruikshank, together with the lady members of the committee; the Ottawa public library board represented by Alderman Ainslie W. Greene, chairman; the Canadian Club of Ottawa; the Women's Canadian Club of Ottawa; the Ottawa Electric Railway represented by its president, Mr. Thomas Ahearn; Mr. John F. Watson of the Dominion Central Experimental Farm; United States Consul-General and Mrs. J. G. Foster; Manager F. W. Bergman of the Chateau Laurier; and Manager Mulligan of the New Russell.

In addition to its acknowledgment of the foregoing the association wishes to

express most sincere appreciation of the cordial message which it received from the Governor-General, H. R. H. the Duke of Connaught, who unfortunately was detained at Montreal because of the illness of H. R. H. the Duchess, whose subsequent recovery is a source of international gratification; of the great kindness of Sir Wilfrid Laurier, in consenting to address the conference upon Dominion day; of the excellent addresses by Dr. George E. Vincent, president of the University of Minnesota and by Professor John Macnaughton, of McGill university; and of the admirable arrangements for the post-conference tour made by one of the ex-presidents of the association, Professor Charles H. Gould, librarian of McGill university, Montreal.

R. G. THWAITES,  
MARY W. PLUMMER,  
J. T. JENNINGS,  
Committee on Resolutions.

The PRESIDENT: You have heard the report of the Resolutions committee. Let us pass it by a rising vote.

The resolutions were adopted unanimously, by a rising vote.

Dr. THWAITES: I have another resolution, Madam President, to offer from the committee,—a resolution, not a minute:

RESOLVED, that the American Library Association, as an international organization, has viewed with profound satisfaction the project for the establishment of a National Library in and for the Dominion of Canada, and takes pleasure in joining the Royal society, the Ontario library association, and other learned societies in Canada, in respectfully urging upon the government of the Dominion the vital importance of such an institution in the fostering and conservation of the intellectual resources and national spirit of Canada; and further, in urging upon the government the desirability of effecting such establishment at the earliest possible moment.

The resolution was adopted unanimously.

The PRESIDENT: We have one more resolution, which is a tribute of love and respect that we shall pay with all our hearts. Dr. Andrews will report for the

special committee appointed to draft a suitable memorial concerning our late friend Frederick M. Crunden.

Dr. ANDREWS: First let me express my regret that Mr. Henry M. Utley, chairman of the committee appointed by the board to draw up this memorial, is not present in person; secondly, to state for the committee that we have departed from the usual custom of offering a resolution, and have placed before you a brief statement of Mr. Crunden's life and character, which we hope will convey to those who have come into the association since the time when he had to give up active connection with it, a record of his services.

#### FREDERICK MORGAN CRUNDEN

Frederick Morgan Crunden was born at Gravesend, England, September 1, 1847, the son of Benjamin Robert and Mary (Morgan) Crunden. Coming to St. Louis while a child, he was educated in the public schools of that city and graduated from its high school in 1865, with a scholarship in Washington university. In the latter institution he took a course in the arts and sciences, graduating in 1868 with the degree of bachelor of arts. Teaching in the public schools of St. Louis before graduation, and later in the college faculty of the same university, he received the degree of master of arts in 1872.

His marriage to Miss Kate Edmondson was in 1889. During his college course Mr. Crunden took a vital interest in library work, and in January, 1877, he became secretary and librarian of the St. Louis public (then public school) library, continuing as such until 1909.

Equally identified with many other societies, local and national, he had been a contributor to leading magazines upon educational and sociological subjects, and had attained international fame before he was stricken in 1906 with the malady which resulted in his death October 28, 1911.

Mr. Crunden's public services were by no means confined to the distinctively li-

brary interests of his community and the country. He was particularly interested in the mutual relations of schools and libraries, developing them in St. Louis in a manner which served as a model for others, and contributing largely to the evolution of the present official relations of the National Education Association and the American Library Association.

In his public writing he has expressed most clearly and happily the fundamental principles of these relations, and it is a great pleasure to his friends, as it was to him in the last days of his life, to know that his statement of the value of recorded thought has been carved in granite on the walls of his cherished institution. Nevertheless it was to library work that the greater part of his time and thought was given, and it is the success of his work as a constructive librarian that naturally we most fully recognize. He combined high executive ability with a comprehensive knowledge of the contents of the collections under his charge. He had that sense of the real librarian, which has been said to be "an intensive perception of the needs of the present, and a prophetic insight into the needs of the future."

He worked zealously and unceasingly, first for the broadening of the work of the St. Louis public schools library, then for its conversion into a free public library, and finally for its development into a strong institution ranking among the great libraries of the land. It is pleasant to know that even in the last years he was able at times to follow its course along the lines forecast by him, and that he could realize the high appreciation of his services so generally felt by his fellow citizens.

Almost in the beginning of his library career, he began also his services to the American Library Association, which were secondary only to the work he did for St. Louis.

He attended first the Boston conference of 1879, and rarely after that did he miss a meeting. Elected councillor in 1882, he served the association almost continuously until his illness. He was vice-president

in 1887-88, and under his presidency the Fabryans conference of 1890 took rank as the largest and one of the most successful meetings held up to that time. When the association met at St. Louis, in 1889, and again in 1904, he was a most thoughtful host, whose care for our welfare contributed largely to the success of those meetings. He served also as one of the vice-presidents of the Chicago conference in 1893, and as vice-president of the international library conference at London in 1897, and was one of the chief spokesmen of the association party. This list of officers by no means measures the debt of the association to him. The much longer list of committees on which he served would indicate better the character and breadth of his work, but even this would leave unexpressed the professional knowledge and the personal pleasure gained from his companionship by the individual members.

This sense of personal loss must be felt by all who met him in the other library circles in which he was interested, especially the Missouri state library association, of which he was the first president, and the New York state library association, whose annual meetings he so often attended.

No member of the A. L. A. of his day had a wider and closer personal acquaintance among the membership than Mr. Crunden. He had a spirit of friendliness and human sympathy which prompted him to take hold upon the hearts of those with whom he was brought into contact in his profession. He had no ambition which inclined him to self-seeking, but was always quick to recognize the merits of others and to give acknowledgment freely and heartily. He was naturally of a modest and retiring disposition, but wholly without self-consciousness or reserve. He looked upon every question with frankness, unbiased by any consideration outside of its true merits as approved by his mature judgment. He held his views firmly, but he never undertook to force them upon others. His many fine qualities of mind and heart are a source of joy to all who

recall the memory of him as he was in the midst of his long and brilliant career. His more intimate friends recall with wonder the patience with which he bore the strain of the years of ill health which preceded the final breakdown, and remember with gratitude his gracious hospitality.

The PRESIDENT: What is your pleasure, Ladies and Gentlemen?

Dr. BOSTWICK: I move that this memorial be spread upon the minutes of the association, that it be printed in the proceedings of this conference, and that copies of it be sent to Mrs. Crunden and to Mr. Frederick M. Crunden's brother, Mr. F. P. Crunden of St. Louis.

The motion was unanimously adopted.

The PRESIDENT: The chair would like the support of the first vice-president on the platform, and in the meantime, while he comes forward, after the report of the tellers of the association, we have one additional treat which when the time comes I shall ask Mr. Burpee to announce. The report of the tellers of election is in order, which will be read by the secretary.

The SECRETARY: The report of the tellers states that you have elected the following officers:

REPORT OF THE TELLERS OF ELECTION.	
	No.
For President	of Votes
Henry E. Legler, Librarian, Chicago Public Library.....	151
For First Vice-President	
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JOHN F. PHELAN

LLOYD W. JOSSELYN

Tellers of Election.

The PRESIDENT: I have had this beautiful gavel but a very little while, but it nevertheless gives me great pleasure to transfer it. Do you remember that Miss Kelso said that we should be able to produce evidence in the way of results for the value of our work? I am going to make a very distinguished, a very large claim: I think you owe the presence of the president-elect not here only but in the profession to the interest which was originally aroused in his mind in the Milwaukee public library.

Mr. Legler, I have great pleasure in presenting the gavel for the meeting of 1913 to you as president-elect and in asking you to take charge for the remainder of this meeting.

The PRESIDENT-ELECT: Madam President, Members of the American Library Association,—For the personal goodwill which you have expressed, I give to you my thanks. In so far as your action attests confidence, it must be received as a call to service, and—if I may be so presumptuous as to represent in what I say those who have been grouped by you for the ensuing year into one official family—in that spirit we receive this gavel, not as a symbol of authority but of service. Without venturing upon the uncharted sea of prophecy, we shall endeavor to interpret in terms of action those mental

images which have been crystallized for us by the strong, virile papers, fortified by the abounding interest and the contagious enthusiasm of all participants in this conference. The modern library movement, recent as has been its inception, has progressed through two strongly marked stages, and is entering upon a third. The first era was that of pioneering, the sowing of seed. The second may perhaps be termed the era of experimentation, out of which grew a few mistakes and some splendid results. But we have entered upon a third era, the period of constructive work, of careful patient planning, of building enduringly. If a year hence, when we yield into other hands the high commission which you have entrusted to us, we shall be able to say that some advancement has been made, we shall be proud and happy; and we hope that your work, which, of course, must be our work, will yield some realization of our high hopes and aims and aspirations.

What is the pleasure of this conference?

I am advised that Mr. Burpee has another pleasure in store for us, and we shall be glad to hear from him.

Mr. BURPEE: Mr. President and friends of the American Library Association: On behalf of the local committee I have asked our friend Mrs. Herbert Ault, of Ottawa, to try to express to you our feelings in bidding you farewell. Mrs. Ault will sing the old Scotch song, that you all know so well, "Will ye no come back again."

After the singing of this fine old song, Mrs. Ault led the audience in the singing of "Auld Lang Syne," whereupon the president-elect declared the Thirty-fourth Annual Conference of the American Library Association adjourned.

## THE SOCIAL SIDE OF THE CONFERENCE

Throughout the eight days which we officially spent within the confines of the Dominion, cordial appreciation of our presence was constantly in evidence.

Twelve years had passed since a gathering of the association had been held among our hospitable co-laborers north of the international boundary; I think we all were convinced that in so long delaying our second visit, we of "the states" had been the losers. No doubt there will hereafter be a greater frequency of Canadian meetings.

The western delegation was the first to experience the sincere and unaffected warmth of Canada's greeting. Ontario's capital and metropolis was reached by the Chicago special at noon of Tuesday, June 25. The Toronto committee of arrangements was composed not only of librarians, but representatives of the provincial government, prominent educators, and professional and business men and women. Their program of entertainment had included a morning automobile ride through the many parks and charming residence quarters of the city; but the ride was abandoned, for the hour at which the guests were tardily delivered to them by the railway managers spelled luncheon, a British institution that brooks no delay.

The scene of the spread was the attractive refectory of Victoria College, one of the considerable group of educational institutions comprising Toronto University. The customary welcome was voiced by Sir James Whitney, premier of the province, the Hon. R. A. Pyne, provincial minister of education, and Dr. George H. Locke, chief librarian of the Toronto public library. Each of these local speakers expressed the hope that the Association might at some early date honor Toronto with one of its annual conferences. Dr. Andrews of John Crerar gracefully responded for the visitors.

Luncheon over, the spacious and well-equipped buildings of the university were visited and admired, and in due time afternoon tea was charmingly served on the smooth-shaven lawn of one of the delightful quads. Dinner followed not long after, in the beautiful new public library building, so admirably administered by Dr. Locke, to whose kindly activity we

owed a large share of the day's greetings; and here the guests tarried and rested amid familiar surroundings until the departure of their train for Ottawa, close upon ten o'clock.

Arriving at Ottawa towards noon of Wednesday, the westerners soon were commingling with their fellows from other parts of the Union and Canada, forgetful of geographical sections and national boundary lines. Before nightfall, all of us realized that we simply were members of a household of co-workers gathered under the family roof-tree of the citizens of Ottawa and the members of the government of the great Dominion. A peculiarity of Canada's hospitality, as we experienced it, was that the government itself, both in Toronto and in Ottawa, was quite as active and as informally cordial in arranging for our entertainment, as were individual or associated bodies of its citizens.

Fortunately our week included both Sunday and Dominion Day. The morning of the former was largely devoted to visits to the many large and sumptuous churches. Especially favored were those who witnessed the fine ante-pilgrimage parade of those French Catholic societies that have for their name-giver St. Jean Baptiste, the patron saint of all French Canadians. The afternoon was spent in driving or trolleying to the numerous parks and several interesting suburbs, and in taking the many walks wherein the stately panoramic view of three commingling rivers (Ottawa, Rideau, and Chaudière) caused us all to envy the lot of those who dwell with this array of mountains and waterfalls at their very doors.

The patriotic exercises of Dominion Day (July 1) reminded us strongly of the historical origin of modern Canada, which owes a large share of her prosperity to the grit and enterprise of the Loyalist pioneers. Driven forth from the American colonies because they failed to sympathize with the movement whose culmination we observe with such enthusiasm, three days later each July, they



carried to the wilds of the north those same sturdy Anglo-Saxon qualities of mind and heart and brawn that have erected and maintained the American Union. That Canada had at last become a powerful, self-conscious, and justly-proud nation, only sentimentally linked with the parent isle and her sister dominions over seas, was a fact borne home to the visitors, with a forcefulness novel to many of them. It is not likely that any American librarian present at the Russell Theatre during Dominion Day, will again flippantly discuss the possibility of our annexation of Canada—the day for that sort of talk has passed, and happily for both sides of the border.

Of course Sir Wilfrid Laurier, no longer premier, but now "leader of His Majesty's Opposition" in Canada, was the chief attraction in the day's program. Foremost of French Canadians, one of the most accomplished of orators, and in every way a world character, Sir Wilfrid's appearance attracted a crowded house; and his graceful speech and charming manner, so characteristic of his race, deserved such recognition. But some other features of the program were no less entertaining in their way—the vigorous, thoughtful, but strictly practical views of Dr. Robertson, as he graphically described Canada's almost boundless resources, and with large vision outlined his plans for their conservation; and the equally clear and insistent, yet delicately humorous, protest of Professor Macnaughton, against such materialistic tendencies of modern education as had been expressed by his friend and predecessor. The day was admirably closed by President Vincent of Minnesota, whose marshalling of the possibilities of librarianship in the furnishing of mental pictures for the entertainment and instruction of humanity, resembled the falls of Chaudière in sparkle and velocity.

Not content with representation on the program and in honorary seats on the platform, the government of the Dominion took a considerable hand in the social activities of the week. Among the attrac-

tions of Ottawa is the central experimental farm of Canada, with its broad, well-kept acres, in which the astronomical observatory is in close touch with the silos, and pastures and barns are attractive features of the landscape gardening, and up-to-date poultry-runs are charmingly mingled with evidences of floral and horticultural experimentation. In this interesting environment, a garden party was given under the auspices of the minister of agriculture, the Hon. Martin Burrell, ably seconded by Mr. John F. Watson of the farm staff. There were tents and lawn chairs, a very British-looking band, military-like policemen as ushers, brilliantly-green foliage, and the socially élite of Ottawa acted as cicerones to the varied activities of farm and observatory. Thus the librarians (who had autoed to the scene, through miles of drives along the park-like banks of the Rideau Canal) were made paradoxically to feel not only at home, but quite as though the scene of their entertainment were four thousand miles eastward, in the motherland itself. Another governmental activity, especially attractive to the young folk of the conference (there are, however, no old librarians), was an informal ball in the parliament building itself. Because of these things, the bibliographical fraternity from the states almost unanimously came to the conclusion that thenceforth they would, in all courtesy, forget all about the recent unpleasantness over reciprocity, and be stout supporters of the present Dominion government. A division on the question, at the close of the conference would, I fancy, have revealed few members of the A. L. A. in the opposition lobby.

The representatives of our own government were not to be outdone in these matters. Consul-General and Mrs. J. G. Foster were informally "at home" on Sunday afternoon. Scores of American librarians, especially those concerned officially in the association's affairs, were much pleased for a short hour to be entertained as guests on what constructively is American soil.

But while official "functions" necessarily stood out with prominence, there was ever on the tapis a succession of unofficial attentions to the visiting throng. Dr. Robertson was the life of the enterprising local committee. Around this body clustered several effective agencies of welcome and entertainment—his worship the mayor (every Canadian mayor is "his worship," but this title of genuine respect would be a serious misfit in some of our cities south of the boundary), the public library board, the local Canadian Club, and the Woman's Canadian Club, all were actively and omnipresently enlisted in our behalf. And wonder of wonders! our little identification button meant free trolley rides within the corporation limits—a much-appreciated premium for wearing the badge. In short, every door was open to us; at every turn, right glad we were made to feel that we had come to Ottawa.

Curiously enough to those of us who think of the A. L. A. in the oft-quoted classification of the hotel agency, as an institution "mostly women," the Ottawa newspapers appeared never to recover from their astonishment in this regard. The preponderating numbers of "lady librarians" was the cause for daily editorial comment. But it was noticeable that the head-lines persistently referred to the event as "Library men in council"—painful evidence of the fact that the prevalent American evil of head-line inaccuracy has at last spread to the north-land.

The practice of holding state, library school, and library staff dinners in the course of the conference, is increasing. These gatherings form an interesting and welcome feature of our social activities during conference week. At Ottawa they were more numerous and noticeable than heretofore, and gave rise to much good-natured rivalry as to enthusiasm, numbers, and table decorations. It is evident that the library schools are gathering traditions with age; and their alumni associations are growing in pardonable self-consciousness. A new feature was the

exchange of rival "yells." One director was heard to express her intention of offering prizes in the next school year, for appropriate class songs and collegiate battle-cries, that her school might not be outdone in this respect by the vociferous young women of Pratt and Wisconsin. One heard more or less at Ottawa, of "the girls of our class," "dear old Pratt," "the way we do it at Albany," the "traditions of Wisconsin" (five years old!), and the like. It is thus that the profession is looking up.

Socially, the Canadian conference was eminently successful, both at Toronto and Ottawa. This feature was, in its way, quite as good as the literary program itself, and that is saying much. As for Madame President, she sweetly and dignifiedly looked and acted her part, socially as well as behind the gavel, and the Dominion folk fairly worshipped her. I fancy, when all is said, that that perhaps is a good share of the secret of our undoubted success in Canada.

REUBEN G. THWAITES.

#### A DAY IN TORONTO

A most cordial invitation from the Toronto public library, through the librarian, Dr. Locke, had been received for a day's visit in that city en route to the A. L. A. meeting at Ottawa, and the party which assembled at Chicago to take the special train looked forward with great expectation. Needless to say these expectations were fully met. As this was the first hospitality offered, the zest for enjoyment was at full height when the party from the middle-west reached Toronto, Tuesday morning, June 25. Most of the company had left their various posts of duty only the day before and were ready to enter a new land with joyful spirit.

The special train was nearly two hours late in arriving at Toronto and thereby lost to the visitors the pleasure of a automobile ride which had been arranged by the City Council. Still, as no one had anticipated it, the pleasant street car ride which took its place, was a welcome

change from the confines of the sleeping car. The ride around the business part of the city on the special cars ended at Victoria college. A local committee consisting of Dr. A. H. U. Colquhoun, Deputy Minister of Education, Prof. A. E. Lang, librarian of Victoria college, Prof. G. H. Needler, librarian of University of Toronto, with Dr. G. H. Locke as chairman, received the party at Victoria college, where a luncheon was served to 175 persons, the hosts of the occasion being the Education Department of the Province of Ontario and the Senate and Board of Governors of the Victoria college. The Hon. Dr. Pyne, minister of education, presided over the occasion and speeches were made on behalf of Victoria college by Hon. Justice MacLaren, on behalf of the Government by Chairman Dr. Locke and on behalf of the University by Prof. Alfred Baker. Each in turn expressed the appreciation of the ideas cherished by the A. L. A. and were most cordial in invitation to the association to hold a future meeting in Toronto. Response for the visitors was made by Dr. C. W. Andrews of the John Crerar library, Chicago, who complimented Ontario on the progress which had been made in library development and particularly the city of Toronto in its new work under the new librarian, Dr. Locke, whom Dr. Andrews claimed as a Chicagoan in view of the fact that he had been so valued a part of the faculty of the University of Chicago, at one time, for six years.

After the luncheon the new library at Victoria college was thrown open for inspection. Prof. Lang and his assistants were most courteous in showing the visitors through and displayed for their inspection some of the rare volumes and manuscripts, especially specimens of ancient papyri which are unique.

Later the Premier of the Province of Ontario, Sir James P. Whitney, received the librarians in the legislative chambers, Parliament Buildings, and made an address of welcome. From the Parliament Buildings the librarians visited the library of the University of Toronto, which

they found exceedingly interesting, and well up to date. Regret was felt by many at the absence of Mr. Langton of the library, who was in Europe in search of health. A most delightful occasion was the garden party in the university quadrangle tendered by the Board of Governors of the university. The ivy covered walls, the greensward, the perfect day, delightful company and the most cordial hospitality accompanying the refreshments left an impression of the greatest pleasure on all who were present. The large number of Toronto citizens who were present, the faculty with the members of their families, were most courteous in making the occasion one of great delight.

At six o'clock dinner was served by the public library Board in the art room of the reference library building. There were 229 at the dinner which deserved far greater consumption than the hospitality of the day had left room for, but "the feast of reason and the flow of soul" were much in evidence. The chairman of the occasion was the President of the public library Board, Mr. Turnbull. A most hearty address of welcome was made by Chief Librarian Locke and was responded to in kind by Mr. Legler of the Chicago public library. After dinner the building was thrown open for inspection and the visitors enjoyed greatly seeing the magnificent reading room as well as the other departments of the library. Of special interest was the J. Ross Robertson historical collection of 1,000 Canadian pictures, representing various phases of Canadian life from the earliest period.

It was a happy, if tired party that left on the special train at 10 p. m. for Ottawa with most grateful memories of cordial hospitality and pleasant company in the day spent in Toronto.

M. E. AHERN.

#### THE DAY AT MONTREAL

One's capacity for receiving bounteous acts of hospitality may be never so unconfined; one's pleasure in accepting

them may be never so untrammelled by thoughts of unworthiness or of the hopelessness of ever making an adequate return for all this charming thoughtfulness and lavish entertainment; yet there comes a time when one's vocabulary of appreciative acknowledgments merely and abjectly falls from overwork, and collapses with nothing more articulate than a gasp left to signify an impotent desire to do justice to the occasion. With many of the librarians this unhappy condition became acute in the course of the day at Montreal. Leaving Ottawa on Wednesday morning, July 3d, by special train, a goodly company—comprising the Post-Conference party, reenforced by numerous "trippers" whose return passage made Montreal the point of departure—was received, on arriving at the latter city, by a local committee, headed by the librarian of McGill University, and was promptly transferred to a long line of comfortable vehicles which were soon moving up town through the broad streets and past the stately buildings of Canada's largest city. To the traveller from the west-ern plains the upward direction of the journey was especially noticeable and much sympathy and some solicitude was expressed for the stocky horses in their long pull through the warmth of the mid-day sun. But they plodded sturdily on, conscious of the pitiless grade of those rock-ribbed streets only as part of the day's work. And soon they came to the shady drives and beautiful banks of Mount Royal Park and so onward and upward to the summit, whence the unparalleled outlook over the city, the majestic St. Lawrence and the country beyond unrolled before the admiring eyes of the visitors. After an all too brief enjoyment of this superb spectacle, the party re-entered the waiting carriages and was quickly conveyed down hill and deposited on the beautiful campus of McGill University, where, to the accompaniment of noonday whistles and bells, luncheon was served under the trees. These Canadian garden affairs, how they impress the visitors from over the line!

The dignified beauty of the setting rendered complete by the invariably benevolent co-operation of the weather; the profusion and variety of appetizing and daintily served viands, and the unobtrusive yet efficient service—truly the stoutest jingo was led to exclaim with unfeigned heartiness: "They do these things so much better in Canada!" After luncheon a brief inspection was made of several of the college buildings, notably of the charming library, with its delightful reading room, which was visited by some in order to study its architecture or its administration, but by many more for the purpose of paying their respects to the official home of the librarian of the University, their cordial host and the ubiquitous chairman of the committee to whom the entertainment at Montreal was due. Mr. Gould won the hearts of his guests completely and earned their lasting gratitude and perpetual wonderment, the former through the generous hospitality he provided for them; the latter through the calm, simple, self-effacing yet all pervading way in which he dominated the situation and acquitted himself of his arduous task. And still there was more to come, for on reassembling on the lawn the visitors found a long and inviting line of motor cars in waiting, and in these a tour of the city was made, ending at the pretty new public library in the suburb of Westmount, where they met with a pleasant welcome by Miss Saxe, the librarian, and—with more refreshments! From here the guests dispersed and made their way back to town in small groups at their own convenience. An invitation from the White Star Line to join in the festivities on the new steamship *Megantic* to mark its impending maiden voyage, attracted some of the librarians during the evening. The Post-Conference party reassembled on board the steamer *Saguenay* and left for its pleasure trip at nine o'clock, while the others went each his own way, some homeward, some by circuitous routes prolonging their holiday, but all with regret that the delightful Canadian days had come to an end, and

with deep gratitude and appreciation of the cordial hospitality and gracious good-fellowship of their Canadian brethren and indefatigable hosts.

C. B. RODEN.

#### POST CONFERENCE TRIP

"Done with indoor complaints, libraries, querulous criticism,  
Strong and content, I travel the open road."

So the librarians assembled aboard the "Saguenay." The day in Montreal had been a full and pleasant one and its evening found the post-conference party tired but tranquilly expectant of the joys the boat's departure was to bring. To this some excitement was lent by the dash on board, just as the gangplank was going in, of the New Jersey Library Commission contingent who had lingered too long at the reception tendered the A. L. A. on the White Star liner "Megantic." Many friendly farewells were waved by the A. L. A. members whose official travels ended at Montreal. As the boat started for Quebec, deck chairs were soon filled by those who wished to watch the noble sweep of the river and the graceful skyline of the city with its myriads of lights.

During the short stop at Quebec the next morning only a few strenuous ones ventured ashore. The majority were content with the splendid view of the city with its frowning precipice crowned by the Citadel and the graceful pile of the Chateau Frontenac, below which were spread the picturesque roofs of the Lower Town. It was the Fourth of July and after the flags flourished by the patriotic members of the party had been duly saluted, everyone settled down to the calm enjoyment of a safe and sane fourth. The boat glided past the falls of Montmorency, the lovely Isle of Orleans, the wooded shores of the river where in one place forest fires raged, showing a thin tongue of flame under a hovering cloud of smoke, and on from the stately grandeur of the St. Lawrence to the wild beauty of the Saguenay. It was here that the real business of travel began. Baedekers made their unblushing appearance, most of them

bearing on their backs the mystic symbols 917.1. The maps and guidebooks provided by the company were studied while the really "littry" were turning the pages of "A chance acquaintance" or "The golden dog."

At half past six, a landing was made at L'Anse St. Jean but word was given that the real village was some distance beyond, a nice walk—from British standards! A gay start was made but the muddiness of the road and the "recedingness" of the village combined with the ravages of the black fly, which Van Dyke has truly said is "at the bottom of the moral scale of insects," caused even the most valiant to turn back. There were a few who with true Yankee enterprise chartered the only vehicles in sight and came back with glowing tales of the quaintness and charm of the village, but for the majority, it must remain the fair Carcassonne of dreams.

The great Capes of Trinity and Eternity, towering up through the gloom, were passed after nightfall. A searchlight thrown on them from the boat brought out their craggy inaccessibility and made weirdly impressive the statue of the Virgin on one of the terraces of Trinity. At Ha Ha Bay few were up in time for exploring but the view of the charming Bay was to be had from the deck or even from conveniently located staterooms. It had been suggested that here opportunity would be given anglers to make the acquaintance of the "unsophisticated fish" of the region, but if any wonderful catches were made, no stories of them floated to the ears of the feminine contingent. Turning back from here the boat passed through the most striking part of the journey, stopping for some time around the capes of Trinity and Eternity. To attempt to describe the scenic beauties of the trip would be to attempt what was admirably done by the chronicler of the post conference of 1900 (see Proceedings A. L. A. 1900, pp. 174-182.) The pleasing pastime of trying to hit the sides of the capes with rocks thrown from the boat was indulged in by a few of the passengers. Howells tells us that his uninspired hero actually did it. And that was forty years ago!

The origin of this custom might be an interesting question for a class in library economy to investigate.

The hours spent at Tadousac will be pleasantly enshrined in the book of memory. The air was fresh and cool and many came and went visiting the salmon hatcheries, and the ancient chapel, strolling through the picturesque streets where they were met with kindly hospitality by the *habitants*, or driving through the balsam scented woods.

Leaving these pleasant shores, a few hours brought the boat to Murray Bay, where the night was spent. Every one started out for a walk in the morning, but the road led past the shops dealing in homespun, and there was a general halt. These characteristic raids sometimes cause one to pause and wonder whether the greater pleasure of traveling comes from adding new and beautiful slides to our mental collection or new articles of vertu to our domestic equipment. Those who did get beyond the shops were rewarded by a walk through a straggling French village with quaint views and picturesque glimpses most enticing to the amateur photographer. A number also with true tourist thoroughness visited the former summer home of the President of the United States and even took snap-shots on his front steps.

All met for luncheon at the Manoir Richelieu, a meal well served and good. A round of applause was given Captain Koenig as he joined the party and another was given Mr. Gould, the perfect host, whose kindness and thoughtfulness will long be remembered by those whom he personally conducted.

After luncheon vehicles of all kinds, including that most fascinating of all, the *calèche*, waited to take the party to the Falls. The drive through a beautiful country with fields of clover and daisies and hedges of wild pink roses ended at a pulp mill, where the interesting process of converting the virgin forest into wood pulp was viewed. Beginning at the front door where the bales of pulp were taking their departure, the party went back step by step. To achieve the last a steep chute

had to be ascended and the perils of descent seemed so great that nearly all preferred to go around and cross back by some stepping stones. The water was not deep but the stepping stones were small. There may have been other falls but if there were, no one seems to have seen them.

That night was a gay one on board the "Saguenay." It was the culmination of the delightful evenings spent around the piano with music, songs and story telling. At the command of Mr. Bowker who, with his charming wife, made admirable masters of ceremonies on these occasions, in accordance with the precedent set twelve years before by the A. L. A. post conference, all purchases of homespun, coverlets, rugs, and dress patterns were brought out and hung over the gallery rail for a loan exhibit. After they had been duly inspected a war dance was led by Miss Askew, the participants being each clad in his respective purchases. Stories, songs and charades followed and the evening ended in singing the following choice composition to the tune of the "Little Brown Jug."

The A. L. A.'s started one day,  
To explore the Saguenay,  
Young and old, gay and grim  
Twenty-five hers to every him.

Ha Ha Bay, A. L. A.,  
Sailing up the Saguenay,  
Ha Ha Bay, A. L. A.,  
Each from his own library!

Oh, Mr. Gould from Montreal,  
Our genial host, beloved of all,  
We'll rue the day when we must say  
Farewell to you and Saguenay.

During the next two days in Quebec, librarians circulated themselves freely, the torrid heat seeming to cause no appreciable falling off. On Sunday morning various church services were attended, many going to the Basilica. Nearly every one found opportunity to visit the principal sights,—Dufferin Terrace, the Plains of Abraham (where early impressions gathered from school histories of the hazard of Wolfe's climb were somewhat modified), and the

lower town, and many, like true "debtors of their profession" visited the library of Laval University. Luncheon was enjoyed on both days at the Chateau Frontenac.

On Sunday afternoon, a much appreciated hospitality was extended the American Library Association by Mr. and Mrs. Henry Porteous, seigneurs of the Isle of Orleans, who entertained with a delightful garden party in their beautiful grounds and gardens. In the evening many found their way to Dufferin Terrace to listen to the music and watch Quebec promenade by.

Monday morning the party was received by Alderman Collier, in the absence of the Mayor, who extended a courteous welcome and after that a street car ride around the

city was enjoyed by the party as guests of the City of Quebec.

In the afternoon a special train was chartered to take the party to the church of St. Anne de Beaupré. A courteous priest acted as guide and carefully explained all the wonders of this miraculous shrine. On the return trip the falls of Montmorency and Kent House were visited.

It was with great regret in spite of the heat, that farewell was said to this most picturesque of cities. Good-byes were said the next morning in Montreal and each went on his separate way with the feeling that the past week had been one of pleasure and rich experience long to be remembered.

JULIA IDESON.

## AGRICULTURAL LIBRARIES SECTION

The first meeting since organization was held on the evening of June 27. Mr. James I. Wyer, Jr., presided. In his opening remarks Mr. Wyer gave a brief account of the events leading up to the formation of the section. He also spoke of the various kinds of agricultural libraries and of their growth and influence.

An address of welcome was delivered by the Hon. Martin Burrell, Canadian minister of agriculture.

WM. M. HEPBURN, librarian of Purdue university presented a paper on

### LIBRARY EXTENSION WORK OF AGRICULTURAL COLLEGES

Extension work is now a name to conjure with. Its most popular aspects, the corn train, the wheat special, the farmers' short course, where a thousand or more men and women from the farms gather for a week's instruction, have all been exploited in the newspapers to such an extent that they are well known everywhere. The new methods of extension work were developed in the agricultural colleges or agricultural departments of universities. It seems now as though many of these methods were to be applied in other fields.

The moving cause for all this activity is the desire to bring opportunities for education to every man, woman and child in the state who has sufficient energy and ambition to desire them. Along purely agricultural lines the extension work carried on by the State college of agriculture at Cornell, is typical. The December number of the "Announcer" outlining this work contained eight quarto pages giving information under twenty-five separate heads. The work carried on by a university as a whole is best illustrated by Wisconsin, whose university extension division has carried this work further than any other similar department. The phrase, "The university that goes to the people," applied to Wisconsin, and the slogan, "If you can't come to the college, the college will come to you," used by North Dakota agricultural college, illustrate the aims of the workers in this field.

Of course much of this extension work is altogether outside of the sphere of the library, but there are signs that the libraries of agricultural colleges, and of the land grant colleges especially are waking up to the fact that there are public needs

which they are best fitted to supply. The extension departments of the various colleges have found a number of problems confronting them in which they need the help of the college library, such for instance as matters relating to the use of books for special study, and the general problem of awakening in the farm community an interest in books and reading. I shall attempt briefly to characterize the various phases which this library extension work has taken, or may take, without more than passing reference to the work of specific institutions.

The first letter of enquiry sent by a farmer to his state college or experiment station, might be said to have originated the entire extension work, and the growth of correspondence between farmers and the college, with its professors and experts, indicates the nature of the demand on the part of the public, and the success of the work of the stations and colleges in arousing this interest. This correspondence forms and always will form a very important phase of university extension work. To get in touch with individuals, to have them take the trouble to write you concerning their needs is a sure indication of their interest. Just as the correspondence of the commercial house is systematized, and form letters used where possible, so the growth of this extension work has led to the publication of brief bulletins, or circulars in place of the elaborate and lengthy bulletins so often issued by the experiment stations on the same subjects.

One of the needs which was soon felt in correspondence was that for a brief list of books on agriculture, which could be sent in response to inquiries from individuals and libraries. This list is sometimes a simple mimeographed list, or a short printed list, or even a more elaborate bulletin, such as the Cornell publication, "What shall the farmer read" or the more recent one, "Reading in the farm home." There is real need for these lists, and every college library or extension department should have such a list available for

distribution. There is room perhaps for some co-operation here in order to secure greater uniformity and the opinions of many who are in close touch with the needs of the farming community.

One of the outcomes of the extension work in agricultural colleges, was the forming of reading and study clubs and clubs for social and civic purposes, and the publishing of study outlines for reading courses, which might be taken up individually or by groups. In some cases all the reading necessary was included in the bulletins published, such as the Cornell reading courses. In others special books were assigned which could be purchased from the extension department, or borrowed from it. Thus began the lending of material from the college library or some department of the college, a practice which I believe is destined to grow to large proportions, especially when we secure parcels or book post. In several states this work is now well organized. The University of Wisconsin, the North Dakota agricultural college and perhaps others are prepared to send out what they call package libraries to individuals, clubs, societies or schools for a certain fixed period of time. These package libraries consist of pamphlets, speeches, newspaper clippings, articles clipped from magazines, bulletins issued by the university and other miscellaneous matter.

North Dakota gives a list of subjects on which they are prepared with package libraries in agriculture, biography, education, science, municipal affairs, etc. They will even lend typewritten copies of declamations, dialogues, orations and printed copies of amateur plays.

Wisconsin in addition to its package libraries issues bibliographical bulletins on subjects of general interest, as does the University of Texas. If these package libraries are made more elaborate including larger pamphlets and books, they can be dignified by the name of traveling libraries. So far as is known by the writer, this work is not carried on by the college library except in one instance, the library of



achusetts agricultural college, where Charles R. Green has this work in charge. In other colleges it is managed by the extension division or department. However, the co-operation of the public library and other library interests, as in Wisconsin. It will readily be seen that the work of the public library, or at least the work that the public library should be doing, is not done in these rural areas.

It is evident too, that this work has its best field in states where there were few public libraries in the rural towns and villages.

Looking up of references on domestic science, the boy scouts, or the fireless engine and other similar subjects is supposed to be the work of the public library. It may be that notwithstanding the employment by the public library on its extension work, and work with schools, the public library by its extension service is going to enter this field and do at long last what the public library is not doing in its own local community. If there is a great demand from the rural districts for the service given by the public library, and information divisions of the extension work (as it is often called) it is only a strong argument in favor of extension of the public library service to the counties or townships as is now done in several states. There is a need here for co-operation between the public library, the organized library in the rural area, the college library, and the extension service of the college or university.

An interesting feature of the work of the extension department at Purdue University is the combination of the printed books, the sample library, and the sale of books to the farmers. Some time ago by consultation with members of the station staff and actual examination of the volumes, a list of about 75 titles relating to agriculture, was compiled and published. Several sets of these volumes have been obtained from the publishers, and arrangements made with them for the sale of these books at certain dis-

counts. The printed lists and sample volumes were taken to county fairs, institutes, farmers short courses, and on special trains. The lists were distributed, the books shown to the farmer, and his order taken on the spot at list price. Many orders come in later by mail. There is good psychology in this method of getting the book to the farmer. He can examine the book for himself, give the necessary weight to the recommendation of the man in charge, and having confidence in the university as represented by the extension department, he trusts it with his money.

During the year and a half that this plan has been in operation 1,350 volumes have been placed in the hands of farmers in the state and the sales have been as high as \$475 in a month. Some may see objections to this method of book distribution and there are dangers that must be guarded against, but in Indiana it is regarded as firmly established.

There are problems that can only be briefly referred to here connected with the distribution of agricultural literature, that are partly extension and partly library problems. Many tons of printed matter are being distributed every year by the various colleges and experiment stations. To insure the best use of this material some "follow-up" system and some instruction to the farmer in its care and preservation would seem to be essential. The small circular or bulletin is taking the place of the more elaborate publications formerly issued on the same subject and these are being sent only to those who request them and have a real need for them.

The college should be willing and able to lend books to institute workers, lecturers, clubs, and to other libraries unless this service is already well done by some other agency.

It should also be a clearing house for information relating to agricultural literature and should co-operate wherever possible with the other departments of the institution whose work looks toward the betterment of rural life. The value of

books to both young and old in the farm home, may be overlooked by the other departments organized for more practical and perhaps more well defined ends, and in this matter the librarian has both an opportunity and a duty.

Dr. James W. Robertson, chairman of the Canadian royal commission on industrial training and technical education, delivered an address on economic and agricultural conditions in Canada.

Mr. Wyer read a paper prepared by Dr. A. C. TRUE, director, U. S. office of experiment stations, U. S. Department of Agriculture on the subject

#### **SUGGESTIONS AS TO A POLICY OF ADMINISTRATION OF AGRICULTURAL COLLEGE AND EXPERIMENT STATION LIBRARIES**

Dr. True said in part:

Fifty years ago next Tuesday, the 2nd of July, the act was passed which authorized the establishment in each state of a college "to teach such branches of learning as are related to agriculture and the mechanic arts," and it was just twenty-five years ago this year that the act was passed which created the agricultural experiment station as a department of the agricultural college.

It seems, therefore, peculiarly fitting that on this jubilee anniversary we should be discussing the relation to each other of these two institutions which have done so much for the agricultural interests of our country, and we believe are destined to do much more.

The agricultural or land-grant colleges authorized by the Morrill act of 1862 were the direct outcome of a persistent demand for an education better suited to the needs of an age of progress than the classical form then in exclusive use. Interest in experimental work grew rapidly and culminated in the passage by Congress and signing by President Cleveland in 1887 of the bill introduced by Wm. H. Hatch, of Missouri, which provided for the establishment of an agricultural experiment station at each of the agricultural colleges,

as a department of the college. This act provided the sum of \$15,000 annually for the establishment and maintenance of the experiment station. It was later supplemented by the Adams act passed in 1906, which provided for an increased annual appropriation, bringing the sum total of federal appropriation for each station up to \$30,000.

In the Hatch act establishing the experiment stations the wording of the law clearly sets forth the fact that the station is a department of the college.

It would seem obvious, therefore, that, since the station is a department of the college, the station library should be considered a part of the college library and thus come under the general direction and control of the college librarian. This involves the presumption that the college authorities appreciate the importance of a well managed library and therefore employ a well-trained and efficient librarian, and have a good library organization.

The work of the experiment station may be broadly grouped under the two heads research and the dissemination of the results of that research. A necessary preliminary to all successful research work is the examination of the records of similar or allied work. These records are contained in books and periodicals, and a moment's thought reveals the fact that the station library lies at the very heart of the station's work and is second to nothing in importance. Even the records of hypotheses tested and found untenable are valuable, as they may save much useless effort and consequent loss of time. The equipment of the station library should, therefore, be one of the first considerations in the organization of the station, and not merely a desirable adjunct if better advocated activities permit.

The function of the agricultural college library is primarily to serve the interests of the professors and students who compose the college, whereas the mission of the experiment station library is to serve the investigators and scientific workers who constitute the station staff. For

the college library to accomplish the best results there should be direct and constant intercourse between the professors and the librarian. The latter should be cognizant of the broad outlines of the courses being given and should be specifically informed of theme work about to be assigned and theses subjects when chosen. If the librarian does not know these things before the call for material comes, it may be very difficult to supply just what is wanted. Even with every care there will sometimes be a conflict of interests, but a system of co-operation between the teaching force and the librarian should reduce these conflicts to a minimum, should work for the benefit of all concerned, and make the library a constantly increasing aid in the process of education.

The experiment station library, being designed for the use of scientific investigators, is really a reference collection. It should consist of the records of agricultural investigations the world over and such books of reference in each branch of the station's work as the investigator in charge of that work thinks necessary.

The co-ordination of the interests of the two constituencies,—the investigator on the one hand and the teaching force and student body on the other, is one of the most important problems of the librarian of the agricultural library. It is a task which will require his best ability as an administrator, and will be accomplished only by the exercise of boundless patience and unlimited tact, combined with an impartial sense of justice to everybody. Only when the investigator, professor and student each realizes fully that the librarian's chief concern is to be of service to him, will the ideals of the library be realized.

The vital concern of experiment station workers and the officers of the agricultural colleges in the library and its activities was evinced by the fact that a session of the Association of American agricultural colleges and experiment stations which met in Columbus, Ohio, November,

1911, was devoted to this subject. Nobody knows better than the workers themselves how useful the library may be to them, and their discussion of different phases of its problems was full of suggestions for the improvement of the service.

In the development of the libraries of the agricultural colleges and experiment stations in the various states there have grown up three distinct types of libraries.

The first type is the experiment station library which is kept separate from the college library but under its control and which is devoted somewhat exclusively to the use of the station workers. An example of this type of library is found at the State college of Washington.

The second type is the agricultural college and experiment station libraries combined into a single agricultural library and kept separate from the university library, as at Wisconsin. This type may be considered as belonging to the departmental type of library. Other states which have adopted this plan are California, Iowa, Minnesota, Missouri, Nebraska and Virginia.

In the third type the collections of agricultural literature including the experiment station collections, are consolidated with the college or university collections and administered as one unit. Examples of this type are the libraries of the University of Illinois, the Oregon agricultural college and the Kansas agricultural college.

Under certain conditions the advantages of one type may far outweigh the disadvantages and leave little doubt that this is the best for the particular institution concerned.

In the library of the first type,—namely, the experiment station library kept separate from the college library but under its control, the collections are composed principally of the following classes of literature:

1. As complete a collection as can be had of publications (a) of the U. S. Department of agriculture; (b) of state experiment stations in the United States;

(c) of agricultural, horticultural, dairy and live stock and kindred societies; (d) the publications of departments of agriculture, of agricultural schools and societies in foreign countries, all of which literature may be designated as the "official agricultural literature."

(2) Files, at least current ones, of the leading agricultural periodicals of the United States, together with the best of those published in the interest of each of the special branches of agriculture,—live stock, dairying, horticulture, etc.

(3) A collection of reference works both general and agricultural, as well as standard works on agriculture and its various branches and allied sciences.

Few if any of the separate experiment station libraries can be said to have notably complete collections, aside from the "official agricultural literature." Scientific books and periodicals are expensive and most of the agricultural colleges have not felt able to duplicate expensive sets of periodicals and scientific reference works. Therefore, since the college needs such works as well as the stations, the result has been in most cases that they have been filed in the college or university library and the station collections have been limited principally to the "official agricultural literature" described above.

That the experiment station workers should have readily available as complete a collection as possible of the "official agricultural literature," both American and foreign, seems most desirable if not imperative. Whether this material should be filed in the station library or in the college library and to what extent it should be duplicated is a matter for each institution to decide, according to its needs and local conditions. In the case of an experiment station located on the college campus and near enough to the college or university for the station workers to use the general library, there is still much to be said in favor of a separate reference and reading room for the experiment station staff with an assistant in charge, the collection consisting principally of the "official agricul-

tural literature," a selected list of current periodicals and a good selection of reference books of special interest in experiment station work. The ideal plan would be for this room to adjoin the university library like a seminar room. If it is not feasible on account of distance for the experiment station workers to have the collection next to the general library, then it should of course be in the experiment station building or agricultural hall.

Libraries of the second or departmental type,—namely, where the college of agriculture and the experiment station collections are combined, contain in general all the library resources of the institution along purely agricultural lines, including the "official agricultural literature," and in addition a fairly complete collection in the sciences relating to agriculture. Such libraries have a two-fold purpose. They must supply the needs of the professors and scientists in connection with their investigations and in addition must serve the students of the agricultural college. If the college of agriculture and the experiment station are some distance from the university,—so far as to make frequent consultation of the university library impracticable, there is no question but that the college of agriculture and the experiment station ought to have a separate library for their especial needs. If on the other hand they are near enough to the university library to make it feasible for the professors and scientists to use it frequently, it is an open question whether it is wise to separate the agricultural collections. It is then a question of a central library versus a departmental or special library. The nearer the college of agriculture library is to the university library, the more intensive should its collections become.

There is much to be said in favor of the third type of agricultural library,—namely, where the agricultural collections are incorporated with the college or university collections. When the topography of the campus and the location of the buildings are such as to make it feasible for the sta-

tion workers and the agricultural professors to use the college or university library, the balance of the arguments seems to be in favor of this arrangement, both as regards economy of funds and efficiency of service, if the special needs of the station workers can be and are given proper consideration by providing the really necessary duplicates and an assistant especially qualified to aid in the bibliographical research connected with the investigations of the experiment station. There is a decided tendency toward unity in modern science. This is especially true in the sciences relating to agriculture. The entomologist needs to use botanical books, the botanist must use chemical books, etc., etc. This has an important bearing on library problems and as far as agricultural libraries are concerned, is an argument for centralized collections.

As it is probable that it will be a long time in the future, if ever, before the experiment stations will have sufficient funds to build up complete collections for their special use, independent of the colleges, and since it is a question whether, if funds were actually available, it would be wise to expend them in duplicating to such an extent the college library collections, it seems evident that some compromise arrangement is inevitable. In attempting to work out a satisfactory library plan, every institution should make a careful survey of local conditions, such as the size of the collections, the size of the library staff, funds available, location and architecture of the college and experiment station buildings, and then attempt to work out the best possible policy under its peculiar conditions. In working out such a policy, there are three important points to consider,—the question of administration, the question of convenience and the economy of funds.

As regards administration, attention has already been called to the fact that the station is by law a department of the college and under its control. If fully lived up to, this fact would seem to decide many vexed questions of administration. Sooner

or later, it is believed, the colleges and experiment stations will find that there is less to be gained by standing alone than they had supposed and they will realize the advantages of a unified library administration for the institution as a whole.

In considering the question of convenience, distance is the most important factor. This difficulty can, however, to a great extent be minimized by an adequate telephone and messenger service between the library and the various departments of the college. Even for the sake of convenience, it is a question whether any institution is justified in separating its agricultural collections from the college or university library, unless it is prepared to provide an efficient assistant to look after the collection. Because books are near at hand does not mean that they are more accessible.

If an institution is limited in funds and if its total resources in books do not exceed 30,000 volumes, there seems little doubt but that the interests of the station and college can best be served by combining forces and resources in one strong library with adequate service, unless the topographical conditions make this plan impossible. Such a combination certainly husbands the finances, since separate libraries involving a duplication of catalogs and reference books necessitates a considerable outlay of funds.

But whatever the details of the library arrangement for the institution may be, the station should by all means have if possible the services of some person, call him what you will,—librarian, bibliographer, or reference assistant, who may give his time and energy quite fully to the special requirements of the station,—for example, in keeping the official literature complete and up to date, in looking up references, making excerpts, making and taking care of indexes, preparing bibliographical lists, and in doing bibliographical work of a miscellaneous character. There is unquestionably need for librarians trained along agricultural lines. It would seem as though the library training

schools of the universities of Wisconsin and Illinois were peculiarly well situated to make a specialty of training librarians for agricultural work.

One of the important duties of such an assistant, regardless of whether the agricultural collections are maintained as a separate library or incorporated with the general library, should be the care and collection of agricultural publications obtainable by gift or exchange. There is now a great accumulation of public and miscellaneous documents, American and foreign, which may be obtained at little or no expense as regards purchase, but the collection, safeguarding and general care of this material is a very considerable task. Too many of the agricultural colleges and experiment stations have not sufficiently regarded the importance of collecting this material and of keeping their files complete and in a readily available form. A large portion of this material is never noted in the bibliographies of the book trade. It must be sought for in catalogs and book lists, in reviews, second-hand catalogs, and in many less obvious places. Much of the material is not for sale and is only obtainable by gift or exchange. It is therefore an important matter that there should be close co-operation between the experiment station and the library in arranging such exchanges. The station bulletins and reports, published by each state, should be the means of obtaining for the station or college library many valuable exchanges from this country and abroad.

In regard to the accessions to the library, whether obtained by purchase or gift, there are certain definite principles which should be followed: first, it is most desirable that all the purchases of books and periodicals for all the collections included in the university and experiment station should be made by the central general library, even the books purchased from the Adams fund, in connection with some definite project; second that all the records in regard to the resources of the library be kept in the gen-

eral library. Furthermore, all the collections, whether obtained by gift or purchase, should be regarded as the unquestioned property of the institution at large, and under the custody of the librarian.

In regard to the purchase of books from the Adams fund, the fact that the experiment station worker needs in connection with an investigation certain books not already in the library, which books he is allowed to purchase from the Adams fund, is not, in the opinion of the office of experiment stations, reason for assuming that the books should not be purchased through the library or that they shall not be regarded as the property of the library. Therefore, in a library efficiently administered, there would be no inflexible rules which would make it impossible for any experiment station worker to retain in his laboratory for an indefinite period while he is carrying on his investigations, the books which he especially needs to have at hand, regardless of the fact that they were purchased through the library. As far as the office of experiment stations is concerned in the supervision of the accounts of the purchases made by the state experiment stations from the Adams fund, it has interpreted the law to mean that the funds can be used in part for the purchase of books needed to carry on a special experiment in progress but it does not hold that books so purchased must be held as the property of the department. On the contrary, it is inclined to believe that the funds will be safeguarded fully as well if not better, by the purchase of books through the library.

As regards the assignment of funds for the library, there is lacking in many of the agricultural colleges and experiment stations any well matured policy. A hard and fast allotment of funds to departments is of doubtful wisdom. It would be better to be guided more by the use likely to be made of the books by the various departments than to attempt any impartial division among them. In all but a few of the state agricultural colleges and experiment stations the funds available for

books are pitifully small. They need to be greatly increased. In some instances the purchase of scientific books seems unduly restricted as compared with expensive apparatus. As long as the funds are meagre, there is the more need for a well equipped, progressive librarian, with a knowledge of the resources of other libraries, who will co-operate with other libraries, and by exchanges and interlibrary loans be able to supplement the resources of his own library. The library of the U. S. Department of Agriculture has been glad to lend its books to state agricultural colleges and experiment stations as freely as possible without interfering with the work of the department. The borrowing of a book needed for the special use of an investigator will often avoid the necessity of purchasing it and leave the funds available for the purchase of books of more general use.

The answers to the questionnaire sent out by the Agricultural libraries section disclosed the fact that a large number of the agricultural colleges, but none of the experiment stations, have library committees, and that the college library committee's activities do not, except in a few instances, extend to the stations. It is not the purpose of this paper to discuss general library problems except so far as they touch upon the problems of the agricultural library. No arguments pro or con will therefore be brought to bear upon the desirability of library committees. If, however, it is thought best by an institution to have a library committee, it should by all means be a committee for the whole institution. As already emphasized, the station is a department of the college and there would seem to be no reason for excluding it in the consideration of the library problems of the college, for there is no department of the college whose interest in the library is more vital. It was interesting to note that in one of the state agricultural college libraries, whose growth in the last few years has been remarkable, there is no library committee. In another college with a growing and progressive li-

brary, the library committee was referred to as not much help and no hindrance. In some colleges the powers of the library committee are described as merely advisory as to library policies; in others, it evidently has considerable power, the decision in regard to the purchase of books being left largely to the library committee. It is a question whether this latter arrangement is altogether wise. There are certain dangers connected with it. If the librarian cannot be trusted to make a wise selection of books for the college, with the help of recommendations of the members of the faculty and station staff, then the disadvantages connected with a library committee empowered to decide on the purchase of books should be minimized as far as possible by having the library committee rotate in office, in order to insure a fair representation of the needs of all departments of the institution.

In the case of the experiment stations, the decision in regard to the purchase of books in most instances rests entirely with the director or the heads of the departments. This plan, too, has its disadvantages. The ambitious specialist allowed to have his own way without regard to the needs of his fellow workers is apt to purchase books of service only to himself. If there is a library committee for the institution, it would be far better to have the book purchases for the station considered by the committee on the basis of a general policy taking into account the special requirements of the station's work and funds. If there is no library committee, then the librarian of the college should by all means be consulted in regard to the purchase of all books for the station as well as the college. It should, of course, be understood by the librarian, as well as by other officers of the institution, that purchases of books and periodicals for the experiment station under the Hatch Act should be strictly confined to those required in connection with the work of the station and under the Adams act to those directly relating to the approved project of research. It will, therefore, be neces-

sary for the station director to pass on the extent of the library purchases from station funds and the character of the books and periodicals to be thus purchased.

Among the functions, problems and opportunities of the librarians of our agricultural colleges, extension work remains to be considered. The extension work of the agricultural college is now one of its vital activities and is every year enlarging its scope. Leaders are needed for every phase of this work,—for correspondence schools, for farmers' institutes, for movable schools of agriculture, for work on practice farms, and in many other of the activities which are being used in carrying the improved methods of modern agriculture to the farmer himself. The experiment station is an organized effort of science to improve agriculture, and the extension work of the agricultural college is the practical means of reaching the farmer with useful information. The rural problem is one of the burning public questions of the day and upon its proper solution depends much of the progress which we confidently expect. The farmer must himself co-operate in the solution of this problem and the leadership is of a very high order that recognizes as an absolute essential to success, and succeeds in enlisting, an active participation on the part of the farmer in the work of bringing about an improved practice of agriculture. If then the library is as important in all the phases of the work of the agricultural college as we deem it to be, the work of the library should by all means be represented in all the extension work activities.

In conclusion, the above suggestions regarding the administration of the agricultural college and experiment station libraries and their opportunities for service to the investigator, the student and the farmer, may be briefly summarized as follows:

First: The libraries of the agricultural colleges and experiment stations should always be in charge of well-trained and efficient librarians.

Second: The books and periodicals should be selected with reference to the well-considered needs of the various branches of the institution, having regard for the vast amount of literature which may be secured by gift and exchange.

Third: The experiment station collection, even when separately housed, should be considered and administered as an integral part of the college or university library, under the direction of the college or university librarian.

Fourth: The needs of the experiment station staff should be met by the employment of a librarian, bibliographer or reference assistant especially qualified to serve the station in all its interests.

Fifth: In the extension work activities of the college for the more direct benefit of the farmer, the library should have its share.

It is realized that there may be a wide difference of opinion as to the methods to be employed, but the object of this paper will be in part accomplished if it directs attention to the principles upon which a policy of administration should be built. The problems of the library need the combined thought and efforts of librarians, faculties and experiment station staffs in order that it may by its efficiency promote to the fullest extent the work of the agricultural colleges and experiment stations.

Several papers were presented on

#### SOME TYPES OF AGRICULTURAL COLLEGE AND EXPERIMENT STATION LIBRARIES

The first was by CLARENCE S. HEAN, librarian of the college of agriculture of the University of Wisconsin, on the type

(a) Agricultural College and Experiment Station Libraries Combined and Separate from the University Library but under its Control.

Mr. Hean said in part:

The administrative officers of the University of Wisconsin believe thoroughly in the theory that teaching and research should go hand in hand. That theory practically applied in our college of agri-



culture and agricultural experiment station virtually combines the two organizations into one.

This agricultural department of the university is housed in a group of buildings at the extreme western end of the campus. The general university library is situated at the extreme eastern end, a full half mile away. It therefore seemed advisable to establish a departmental library for the convenience of our agricultural workers.

In our college the funds received from the United States are not nearly sufficient to finance all of the station work, or research work as we call it. The budget is made up by adding together the income from all sources and apportioning this whole amount among the departments according to their needs and talents. Orders may then be issued by each department, subject to the dean's approval, to the extent of its allotment. When bills are received the head of the department marks with an "R" all items ordered for research (i. e. station) work. The bookkeeper enters items so marked against United States funds until they are exhausted. The library being a department of the college its funds are treated in this same manner. This marking of research items in the bills with an "R" is the only distinction ever made between books purchased for station or for college purposes.

All of the books purchased are classified, cataloged and filed as one collection. It is understood throughout the college that books for the Adams or Hatch investigations are to be purchased by the library. Such books when received are given the right of way in all library processes and forwarded immediately to the investigator who requested them.

The selection of books rests with the library committee. This committee consists of five members of the faculty appointed by the dean for a term of one year, and the librarian, an ex officio member. The chairman of the committee has been re-appointed for many consecutive terms. The other members are rotated among the

different departments. Lists of books for consideration at their monthly meetings are made up by the librarian. Any member of the faculty, or student either for that matter, may recommend books to go on the list.

The selections having been made, the list is forwarded to the university librarian. It is then checked with the university catalog. Items already available anywhere on the campus are reported back for further consideration. If it is the judgment of the committee that an additional copy is needed in our library it is so ordered, but all needless duplication is avoided. The actual order is made out by the university librarian who has at hand the bibliographical data for such work.

The books are received, accessioned and plated at the general library. They are then forwarded to our college library to be classified and cataloged. All our books are permitted to circulate not only among the students and professors of our own college but among those of any college of the university. In return the same privilege is granted to us by the other colleges. Having a well developed delivery system and a liberal loaning policy, we encourage the policy of a strong central library.

The next paper, prepared by ASA DON DICKINSON, librarian State college of Washington, treated type

(b) The experiment station library separate from the college library but under its control.

Mr. Dickinson said in part:

In the state college of Washington, the experiment station library is said to be separate from the college, but under its control. Our college library building occupies a central position on the campus, not over two hundred yards from the offices of most of the members of the station staff. Part of the lowest tier of the college library book stack is set aside for the accommodation of the station library, the point of division being marked by a gate. A specially designated member of the college library staff acts as station li-

brarian, under the direction of the college librarian. Her salary is paid largely but not wholly out of the station funds. Her duties as station librarian occupy about one-third of her time, but these duties have precedence over her college library work. In the absence of the station librarian, members of the station staff are served by the college library staff.

Our station library is made up almost entirely (1) of publications of the U. S. Department of agriculture; (2) of publications of the state experiment stations, and departments of agriculture and horticulture; (3) of the agricultural, horticultural and kindred periodicals. The college library contains duplicate collections of the first two classes of material. The third class in our experience is relatively of less importance, as it consists chiefly of the popular "farm-papers." The station library, like the college library, has its own card-catalog of U. S. Department of agriculture publications, and its own card-index of experiment station literature.

Students and practitioners of the science of agriculture seem to be specially fortunate in that so much of the valuable material on their subject is published and freely distributed by the federal and state governments. There is perhaps no other science in which the unofficial literature is so relatively unimportant. It is true, the technical journals of the allied sciences contain much that is of value to the experiment station worker. But so far as my experience goes, the use of this is not constant and continuous, as is the case with governmental material. Let us have separate and distinct sets of state and federal "Bulletins," for our college workers and for our station workers, as both classes need to refer to them so frequently. But is not this going far enough? Is it not the wisest policy to confine our station library collection principally to these well-thumbed publications, and to place the less constantly used and more expensive unofficial material in the college library, where it can be of service to a larger public?

MISS MARGARET HUTCHINS, of the

reference department of the University of Illinois library described type

(c) Experiment station library consolidated with the university library.

Until 1897 the library of the Illinois experiment station and the university library were separately housed, cared for and supported. In that year the state erected a library building for the university and in it the experiment station deposited its collection of nearly five thousand titles. From that time the station ceased buying books from the Hatch fund, with the possible exception of a very few books for laboratory equipment, and it has never bought any from the Adams fund. The books deposited by the experiment station in the university library were classified and cataloged and became a part of the library. The only difference in treatment from books otherwise acquired was that the experiment station books were accessioned separately so that it would be possible to take them out of the library again if desired. All books and periodicals bought or exchanged for the experiment station since 1897 have been dealt with like those bought or exchanged for the university. The questions of administration come therefore for the most part under the general library policy.

Books are purchased for the university either out of the legislative appropriation for the library or the appropriations for the university and its different colleges and departments of investigation.

#### 1. Library funds.

The library funds are assigned to the various departments in the colleges of the university by a committee on the apportionment of library funds, consisting of the president, the librarian and the deans of the colleges, who act on the recommendations of a senate library committee. This is composed of the president and the librarian and seven members representing the following interests; Agriculture, Engineering, Science, Graduate school, Library, The languages, literature and arts, and The philosophical and social sciences. Besides preparing for the first mentioned

committee on apportionment, detailed estimates of the library needs of the various colleges, schools and departments, the library committee acts as an advisory board to the librarian in matters of library administration and policy. The college of agriculture, which in Illinois is of course intimately connected with the agricultural experiment station, receives its share of the library funds for the purchase of books selected by its professors and investigators.

2. Maintenance Funds, called Equipment funds in the Library to distinguish from Library funds.

Books are also purchased out of the legislative appropriations for the support of certain colleges and out of allotments made by the trustees from the general university funds for colleges not specifically provided for by the legislature. In the case of agricultural books these funds have the two purposes: the maintenance fund for the college of agriculture and the experiment station and, second, the appropriations for special departments of investigation in the experiment station.

The general policy of the faculty of the college of agriculture (or the staff of the experiment station) as to purchase of books out of these two different funds for college and experiment station is to buy books for special investigations out of station funds unless they clearly would be of use also to the students and instructors of the college at large. Books needed by the special investigator and the college in general at the same time are duplicated. When books are no longer needed in the laboratory or office for the special work for which they were bought, they are returned for general circulation to the main library by whose staff they were ordered and cataloged. Books already in the library, whether bought out of library funds or equipment funds for any college may be sent to a laboratory, office, or reading room from the main library unless they are needed for reference or class use in the main library or any branch of it.

**Exchange.**

The library and experiment station also

work together in the matter of exchanges. The library exchange assistant arranges for the exchange of experiment station publications the same as for other publications of the university, while the station attends to the actual mailing of its publications, as it has better facilities for this than the library. In this way the library receives from the exchange of the agricultural experiment station publications alone between four and five hundred publications, of which more than one-half are from foreign countries, seventy agricultural periodicals and the publications of ninety learned societies being obtained in addition to the publications of state universities and stations and universities and libraries all over the world. Besides these, the library receives by the exchange of other University of Illinois publications many hundred more publications, some of which are of interest to agricultural scientists and economists.

#### Advantages of the Consolidation of Station and University Libraries

##### 1. Economy of administration.

No staff of agriculturists or any other specialists trained for scientific or literary research can be expected to order, catalog and care for books as quickly and efficiently as can the well organized library staff of forty, with its order department, gifts, exchange and periodical assistants, and cataloging, binding, loan, and reference departments, whose whole time and attention is devoted to these special lines of library work. The library, too, which handles some thirty thousand new books a year can afford to have more elaborate equipment in the way of trade bibliographies of various countries, catalogs of other libraries, mechanical means for duplicating catalog cards, shelving books, etc., than can such an institution as an experiment station whose money should be spent mostly on salaries of specialists and laboratory and field equipment.

##### 2. Security in preservation of valuable books.

While the majority of agricultural de-

partments at Illinois favor departmental libraries, they all make it conditional—"If we had a proper and secure place for them." All with whom I have talked have also emphasized the advisability, almost the necessity, of keeping all books on the campus, whether in departmental libraries, laboratories or main library, under the central administration and the supervision of the librarian of the university.

3. Opportunity to use books and periodicals purchased by other colleges of the university.

It can readily be seen that books and periodicals purchased especially by the College of Science may also be of use to the Agricultural experiment station. The agricultural faculty also benefit by the periodicals, university publications, etc., received in exchange for publications of other colleges in the university.

4. Greater educational opportunities.

The agricultural experiment station, while receiving the benefits thus enumerated from its close connection with the university library, is able also to extend its circle of influence through the library, which naturally reaches more people than the station could by itself. Not only do the students and faculty of the other colleges of the university have an opportunity to use the agricultural books, but people throughout the state can and do borrow them from the library.

Discussion on the same type of library administration was continued in a paper prepared by Mrs. IDA A. KIDDER, librarian of the Oregon Agricultural College library.

She said in part:

Our policy of one central library was rather thrust upon us by the exigency of our situation than deliberately chosen, for we began with a single librarian and one part time student assistant, but after four years' experience I should pursue the same general course. It is evident, however, that in libraries growing at the almost incredible rate of many of our western libraries, one must have principles of or-

ganization and administration, rather than a fixed policy, or inflexible plans.

At the Oregon agricultural college we have the advantage of having all our class room and laboratory buildings located near each other.

We have had no difficulty or complication as to funds, since nearly all our station funds have been used for experiments and laboratory equipment. At first we had almost no college funds for the purchase of books and periodicals, having only such portion of the general equipment fund as could be spared after equipping our rapidly growing laboratories, but at the last session of our legislature the library was granted a fund of \$15,000 for the biennium for books, periodicals and binding, and of the Crop Pest fund of \$15,000 a year, granted for investigation, ten per cent could be spent for books and periodicals. This has been used and the library has therefore had this biennium, \$9,000 a year. Most of the Crop Pest fund has been spent for books directly useful to the station investigator. Of the regular college library fund, the station departments have received their share along with the strictly instructional departments. The library fund is apportioned by the president of the college, after consultation with the librarian, the basis of judgment being the need of the department together with its present equipment. The books purchased from station funds are usually for some specific investigation and are kept in the laboratory collection of the department purchasing. A record is kept of the books purchased under each different fund.

The head of each department is responsible for the books in his laboratory collection, and once a year an inventory is taken. In our general catalog we have the cards of every book kept in a department stamped, under the call number, with the name of that department; thus it is possible to locate from the catalog all books except those out on loan. All our freshmen have one semester's instruction in the use of the library, that is, one lecture and one practical problem a week,

with one college credit allowed. During this period we urge the students to feel at liberty to go to any laboratory to consult any book needed for their work, but with all the encouragement we can give them, I feel convinced that the books kept in the laboratory collections do not have the general use from the students which they would have if they were located in the general library.

We expect soon to place in our agricultural building duplicate catalogs of the publications of the United States Department of agriculture and of the state experiment stations. This will be a great accommodation to the men working in the station.

We keep our duplicate reports and bulletins arranged so that at a moment's notice any duplicates may be found. We have one department whose work it is to secure and care for the continuations of value to an agricultural college. This is one of the most valuable features of our organization, and though it was difficult to give the service for such a definite department, from our small library force, it seemed imperative and has proved a wise step. The reference librarian of the college does the reference work for the station as far as called upon. She bor-

rows for the use of the station from a number of other libraries.

It seems to me that the problem of administering the college and the experiment station library, whether separately or combined must always present a number of almost insurmountable difficulties; men engaged in research demand all material for their work closely and immediately at hand, instructional work requires that all the material on the campus shall be easily accessible to its use. To meet these so often conflicting demands without extravagant duplication requires of the librarian a broad-minded impartiality of judgement.

The next topic was a symposium of recent reference books and new periodicals of special interest to agricultural libraries, which was treated under the following heads: (a) New periodicals, by E. Lucy Ogden, Library of Congress; (b) Agricultural reference books, by Elizabeth S. Ingersoll, of Cornell university library, and (c) Reference books in sciences relating to agriculture, by Emma B. Hawks, of the U. S. Department of agriculture library.

Miss Claribel R. Barnett, librarian of the U. S. Department of agriculture library was re-elected chairman for the coming year.

## CATALOG SECTION

### FIRST SESSION

(Thursday, June 27, 8:15 p. m.)

The first session of the Catalog section was held Thursday evening, June 27, the chairman, Miss Laura A. Thompson, of the Library of Congress, presiding. The reading of the minutes of the last meeting was dispensed with and they stand approved as printed.

The topic of the evening, "Subject headings," was introduced in a paper by Miss MARY JOSEPHINE BRIGGS, cataloger of the Buffalo public library, and editor of the "A. L. A. list of subject headings." In

the absence of Miss Briggs, this paper was read by Miss Sula Wagner, of the St. Louis public library.

### THE A. L. A. LIST OF SUBJECT HEADINGS

Every cataloger, at least at the beginning of her career, has an ideal of the catalog which she would like to make: a catalog conforming to the most approved rules, accurate in bibliographical detail; consistent in form, in method of entry and in arrangement.

She realizes from the first that the task

of achieving this ideal will be difficult; she soon begins to fear that it will be impossible. After perhaps years of endeavor, she questions if it is even desirable.

Absolute consistency in the matter of author entry may be attained by strict adherence to the A. L. A. rules, and the divergences from these rules necessary to adapt them to the varying conditions of public circulating, reference and university libraries are slight and unimportant. But who can frame a code of rules or formulate principles through which consistency in subject headings may be attained? And is consistency so absolutely necessary or desirable? Is not the ideal catalog the one which is best adapted to the needs of the majority of its users; which is so arranged that the reader can find what he wants in the shortest possible time, even at the sacrifice of absolute consistency?

When the work of revising the Subject headings was begun, an effort was made to learn the wishes of all interested in regard to the principles upon which the new edition should be based.

Many of you remember the list of questions that was published in the Library journal and in Public libraries. Some of you sent answers to those questions. They were questions of scope, of principle of selection, and of arrangement. The answers received from librarians, catalogers and reference workers, the opinions of members of the advisory committee upon these and other problems, the ideas expressed by library workers consulted by Miss Crawford in the various libraries which she visited, the suggestions gleaned from correspondence with other library workers and with experts upon various subjects, were all carefully noted by Miss Crawford, and in some instances tabulated so that the varying opinions could be seen at a glance. These notes, together with lists of headings from many libraries, large and small, made up the material from which the third edition of the Subject headings was compiled.

The most casual examination of this ma-

terial revealed the fact that while on some points there was practical unanimity of opinion, upon others there was the greatest diversity.

The following are not exact quotations, as I no longer have the correspondence at hand; but they fairly indicate the opposing views of some of the writers:

"Expand the list by the addition of necessary new headings, but make few if any changes. The A. L. A. headings are in very general use, and the possible advantage of changes would not compensate for the inconvenience and expense of wholesale alterations in existing catalogs."

"The old headings are antiquated. Do not hamper libraries yet to be by perpetuating phraseology that no longer conforms to modern usage."

"For the sake of uniformity, adopt the Library of Congress headings, even if not always entirely satisfactory for a public library."

"The Library of Congress headings are not at all adapted for use in popular libraries. Disregard them."

"The public library is for the plain people,—use headings they will understand."

"If the public does not understand scientifically accurate headings it should be taught. Do not lower the standard of scientific cataloging."

To choose headings that should offend as little as possible these widely differing advisers, to steer a course between ultra-conservatism and iconoclastic radicalism, was the difficult task that confronted me in undertaking the compilation of the new list of Subject headings.

A special effort was made to formulate a principle that should govern the choice of adjective phrase; inversion; or noun, subdivided. Is it better to enter under Chemistry, Physiological, or Physiological chemistry? Under Psychology, Educational, or Educational psychology? Under Negro suffrage or Negroes—Suffrage?

A strict rule for this sort of heading would be a boon to catalogers, but surely not to the users of the catalog. The average reader does not reason concerning the

principles upon which the catalog is constructed. The fact that he today finds what he seeks entered under Chemistry, Organic, will not prevent his turning to Electric engineering rather than Engineering, Electric, tomorrow. The adoption of either form of entry to the exclusion of the others would lead to absurdities. Because it is satisfactory to subdivide Railroads, would it be desirable to abandon headings beginning Electric and substitute subdivisions of Electricity for Electric conductors, Electric lighting and Electric power? Or because Botany, Structural, is preferable to Structural botany, should we use Physics, Agricultural, instead of Agricultural physics?

In the end, all efforts to frame the desired rule resolved themselves into something like this: It is necessary to use all three forms of heading; noun with subdivision, adjective phrase, and inversion. Each case must be decided upon its own merits, and that form used under which it is believed that the majority of readers will look,—the majority of readers in each particular library, be it understood. A university library will use many subdivisions because it is convenient for professors and students to have much of the material brought together under large subjects. A medical library will use few, if any, headings beginning Medical, because Medical is understood.

As was stated in the introduction, no radical changes from the second edition were made except in response to what seemed to be a very general demand. There were few dissenting votes to the proposition to abandon the headings Arts, Fine, and Arts, Useful. The majority in favor of Government instead of Political science was less decisive, but still a majority, and the confession heard more than once, "I never can remember the difference between political science and political economy," was a straw that helped to turn the scale. Trade union is no longer a comprehensive term when organizations of teachers and of others outside the trades must be included. The phrase Domestic

economy is being superseded in recent books by Home economics or by Domestic science. It is impossible to mention the changes in detail or to give the reasons for each, but no changes were made without careful consideration.

Just how far it is advisable to alter existing catalogs in order to conform to the new headings is a problem that each cataloger must decide for herself. If in your opinion the heading already in use is better than the new one suggested, by all means retain it. If, while admitting a slight advantage in the new heading, you think that the gain is not sufficient to justify the labor of changing, it is much easier to alter your copy of the Subject headings than to erase or re-write catalog cards. But if you are convinced that the new heading is one that will be more readily found by the users of your library, and by the desk attendants who have not catalog training, then make the change, even at the expense of considerable time and labor. And by all means consult the attendants in the circulating and reference departments if in doubt as to the advisability of making a change. They know how books are called for. They know how they themselves look for them; and "see" references are irritating when there is a line of impatient borrowers reaching from the request window to the door.

Such changes as have already been made in the catalog of the Buffalo public library have met with general approval from the loan desk. Recitations and readings; Grammar, English; Spelling, English; Corn instead of Maize; Humor instead of Wit and humor; the transfer of the subheading Best books from Bibliography to Books and reading; and the removal of Immigration from under country, have received especial approbation. The necessity for the latter change was made apparent when it was discovered that the half dozen cards under Immigration were so soiled as to be almost illegible, while those under U. S. Immigration bore no evidence of use; either because the "See also" reference had been overlooked, or because readers

were daunted or confused by the complex arrangement of the cards under United States.

In all these cases the new heading differs from both the old A. L. A. heading and from the Library of Congress heading.

Starting with the intention of retaining all headings upon which the A. L. A. list and the Library of Congress were agreed, I soon found that some of these very headings had occasioned the greatest dissatisfaction. If the new list was to be acceptable to any considerable number of those who had taken sufficient interest in the subject to answer Miss Crawford's questions, I must endeavor to get closer to the point of view of the users of the catalog, rather than be governed by theory or established precedent.

The Library of Congress headings are admittedly devised to meet conditions in the Library of Congress,—certainly very different conditions from those of a public library. Moreover, the Library of Congress headings have been, and still are, in a state of development. Many changes have been made in the last dozen years, and as it is plainly impracticable to reprint immediately all cards bearing a discarded heading, libraries purchasing cards printed several years ago will often find headings suggested that are no longer in use by the Library of Congress. Sometimes cards for two editions of the same book bear altogether different headings.

The varying headings adopted by the departmental libraries, whose cards are printed and issued by the Library of Congress, cause still further apparent inconsistency. We cannot be sure that any particular heading was ever approved by the Library of Congress unless the card bears the Library of Congress serial number. The Department of Education, for example, uses Secondary education and Art education, while the Library of Congress uses Education, Secondary, and Art—Study and teaching. The Department of Agriculture has adopted Botany, Agricultural; Fruit and fruit trees; and U. S.

—Forestry; while the Library of Congress enters the same material under Botany, Economic; Fruit culture; and Forests and forestry—U. S. Such variations make it impossible for any cataloger using the printed cards to follow blindly the headings suggested thereon, and emphasize the fact that no list of headings can be satisfactory to all kinds of libraries.

Most of the headings for the new A. L. A. list were decided upon before the Library of Congress began to issue its printed lists. On comparing the lists first received, I found cases where the Library of Congress had changed its practice, and as each instalment was issued I made changes in the manuscript already prepared, in order to bring the two lists into closer agreement. Doubtless in the Library of Congress lists yet to be issued there will be many headings different from those in use five years ago, at the time the list which was my guide was copied from the Library of Congress catalog.

Conformity in general to the Library of Congress headings was my aim, and in most cases of doubt the usage of the Library of Congress, if known, was the determining factor in the decision. But when, fortified by the approval of such advisers as were available, including in important cases the member of the Publishing Board who is now president of the American Library Association, I was convinced that some other form of entry would be more helpful to the users of a public library, I adopted that form, even though inconsistent—as in the treatment of English language,—or not altogether accurate—as in the substitution of Corn and Rubber for Maize and India-rubber. I may add that in no case did I decide in opposition to the majority of the members of the advisory committee, though only a few specific headings were submitted to them.

The list, being prepared for moderately large libraries, contains many headings that may well be ignored by the smaller libraries. Not only are most of the subdivisions unnecessary, but so also are



many distinctions which would result in separation of material that might better be kept together if the entries are few, such as Charity organization, Infants (Children being a sufficient entry), Soil absorption, Soil moisture.

The list is not intended as a guide to be followed blindly, but to be adapted to individual needs, by the exercise of common sense—perhaps the most necessary part of a cataloger's equipment.

Consideration of cost and weight of the book necessitated limitation of the scope. There was a strong plea for the inclusion of geographical terms, at least in cases of disputed spelling. A list of such names was prepared by Miss Crawford, with full references and definitions. It was estimated that this list would add perhaps one hundred pages to the book, and the Publishing Board did not feel that it was advisable to include them. Very many headings that might be considered as falling within the scope of the book were omitted because their use would be infrequent, and it was thought better that the occasional cataloger should write these headings on the blank pages, rather than that all should be required to pay for an unnecessarily long and correspondingly heavy list.

Just a word in regard to the actual amount of material in the book. The statement of the Publishing Board that the third edition contains about three times the material in the second edition has been questioned on the score that the new edition is printed on one side of the leaf only. It should be remembered, however, that only the printed pages are numbered, so that the list of headings in the third edition occupies 397 pages, double column, while the second edition contained but 193 half pages and 12 full pages. That is, the printed matter in the third edition occupies nearly four times the space filled in the second edition. Moreover, the type is smaller, so that the new page contains twelve lines more than the old one. Therefore, allowing for the blank space occasioned by the disparity of the lists of "See

also" and "Refer from" references, it is believed that the estimate of three times the material of the second edition is conservative.

The subject was continued in a paper by Miss MARY W. MACNAIR, of the Library of Congress on

#### THE LIBRARY OF CONGRESS LIST OF SUBJECT HEADINGS

The list of subject headings issued by the Library of Congress is used also, for reference and comparison, by many other libraries throughout the country. It has been suggested that a statement in regard to the purpose, scope, and manner of printing of the list, might be useful to the librarians receiving it, and possibly valuable as well to others who are interested in the undertaking, and who may be, to some extent, unfamiliar with the Library of Congress catalog.

The printing of the list of subject headings was begun in the summer of 1909. Up to that time, the second edition of the A. L. A. subject headings had been used as a basis for the subjects assigned in the Library of Congress catalog. But so many additions and alterations had been made in our interleaved copies of the A. L. A. list, that the need of an entirely new list of headings began to be urgently felt, although the difficulty had been partially obviated by the printing of lists of additions to the old A. L. A. list, for distribution to the catalogers at the Library of Congress. At this date the third edition of the A. L. A. list was already in preparation, yet it was considered wiser to print a list of the Library of Congress headings, rather than to cooperate in the A. L. A. undertaking, as the headings needed in our catalog differed to such an extent from those required for the average public library.

The distribution of the list to other libraries was not, at first, contemplated. The printing of the subject headings was undertaken to facilitate the work of the catalogers in the Library of Congress, and it was believed that, if supplied to other libraries in its preliminary form, the list

would give rise to many queries in regard to unavoidable omissions and inconsistencies. It had not progressed far, however, before many libraries intimated that it would be useful to them to receive the letters as they were issued, and when requests became too urgent for refusal, it was decided to supply copies at a price insuring that only those libraries should order them which had serious use for them. It was considered that 50 copies for distribution outside the Library of Congress would surely be sufficient, but it turned out that the estimate was too small, and, in consequence, there has had to be much reprinting of the early letters of the alphabet. The edition of the letter P, just issued, was 500 copies.

The scope of the list of headings is largely inclusive in its character, covering subjects in all branches of knowledge as far as they have been adopted in the Library of Congress catalog. The names of persons and places are, however, omitted, also names of societies, institutions, and bodies of various kinds, names of treaties and conventions, and systematic names of genera and species in botany and zoology.

The classes theology, and military and naval science are only partially represented in the list, as these sections are not yet recataloged. The classes language, literature, and philology, which are now in the process of recataloging, are more fully, but not yet wholly, represented. In the earlier letters of the alphabet, few headings in law were introduced (as it has only been during the past few months that the law headings have been systematically considered), but they are now included in the list, and many of those omitted in the earlier letters are being entered in the lists of additions to the subject headings issued in connection with the main list.

We include in the list the more important subdivisions under a subject. These subdivisions are printed in italics, and separated from the main subject by a dash. One point to which I would especially call the attention of librarians using the list

is that ordinarily only those subdivisions are printed under a subject which are distinctive, or peculiar to that subject. General form subdivisions, such as Directories, Periodicals, Societies, etc., which may properly be used under any subject requiring them, are, as a rule, omitted from the list. (A list of these form subdivisions can be found on p. 19 of the "Preliminary list of subject subdivisions," issued by the library in 1910.) Under names of countries only the history subdivisions are included.

Turning now from the consideration of the subdivisions, a few words may be useful in regard to the cross-references from subject headings to related subjects. In general, it may be said that references are made from the more inclusive to the smaller subjects, and not ordinarily back from smaller to larger. We should refer from Grain to Maize and Rye, but not from Maize and Rye back again to Grain. Where practicable, references are made from the most inclusive to somewhat more limited subjects, and from these latter to subjects still more specific, rather than from the inclusive to the specific subjects. We refer from Art to Engraving, from Engraving to Stipple-engraving, not directly from Art to Stipple-engraving. These general principles have been departed from where it has seemed expedient, the desire being to render the list useful and practical, rather than to make it adhere too strictly to rigid rules of procedure.

The seeming incompleteness of references from many subjects, references which obviously are needed to round out the various aspects of subjects is due to the fact that certain headings are not as yet introduced in the Library of Congress catalog. We have been very conservative about introducing new headings until called for by the books in hand, judging that the headings should be made to conform to the literature, rather than the literature to the headings.

The printing of a subject in antique type indicates that, in the library catalog, the subject has country subdivision, as in Edu-

cation, Labor and laboring classes, Insurance, etc. It may be helpful to add here that the country is subordinated to the subject in our catalog, when it seems desirable to keep the material on a topic together, rather than to distribute it under the country headings. This includes many subjects in technology, science, art, and the social sciences.

The numbers which follow the subject headings indicate where the material dealing with those subjects is classified in the Library of Congress. The explanatory words following these numbers serve merely to guide those interested in the classification scheme. They are in different form from the subject headings, and should not be confused with them. In the matter of hyphens, the Century dictionary has been used as an authority.

At the present time the list of headings has been completed through the letter P. Q and R are now ready for the press, and will probably be issued in the course of a few weeks. The editor of the list sometimes feels it to be a cause for gratitude that the English alphabet is composed of only 26 letters. Should it contain as many letters as some other alphabets, the Sanskrit for example, the day of completion of the list might indeed be far away.

A few words in regard to the printing of the lists known as "Additions and corrections" will, I think, be needed for a full understanding of the subject headings. I have already spoken of the lists of additions issued in connection with the old A. L. A. list, before the Library of Congress list of headings began to be printed. When letter A of our new list was ready for press, there had been four of these lists issued, the additions being cumulated in each successive number. The corrections in the lists appeared but once, and were carried over by the catalogers to copies of the A. L. A. list. The headings in these early supplementary lists have, of course, been incorporated in the Library of Congress list, as far as the letters have been printed.

Even after the new list was begun,

it was found impossible to dispense with the "Additions and corrections" lists, as the library catalog grew and expanded. We have continued to issue them from time to time, as occasion has demanded, and have included in them new headings in the section of the alphabet not yet printed, as well as additions to the letters which have already appeared in print.

Each "Additions and corrections" list is cumulative, as far as the additions are concerned, so that a library possessing the main list and the latest supplementary list has a complete record of all the Library of Congress headings which have been printed. As was the case in the lists supplementary to the A. L. A. headings, the corrections noted appear but once, and should be carried over by catalogers to the main list of subject headings.

The classification numbers, and cross references to related subjects, known as the "See also" references, are not included in the supplementary lists. Direct "See" references from one subject to another, or from one form of name to another, are, however, usually included, that the cataloger may avoid the pitfalls lurking for the unwary.

Including the early supplementary lists, there have been, up to the present time, eight lists of "Additions and corrections" issued, and number 9 is ready for the press.

Having now touched upon some general features in regard to the issuing of the list of subject headings, with its supplementary lists, I will conclude with a word as to a later and fuller edition. The list now being issued is a preliminary list, printed as manuscript, and, to some extent, experimental in its nature. While it is being made as complete and inclusive as present conditions seem to warrant, the intention has been to reissue it later in book form, wider in its scope and more inclusive in its references. Concerning the date of issue of the fuller edition, should this desired consummation be brought about, it is impossible at this time to make a statement. Probably it will be best to wait until the remaining classes

of books in the library are reclassified and recataloged, before any definite decision as to date is reached.

It has been suggested that the next edition of the list might be put into loose-leaf form, with a view to keeping it to date by inserting new leaves, when necessary, in place of old ones. Experiments may be tried along this line, and the relative merits of the various loose-leaf binders investigated. The advocate of this plan suggests that the linotype slugs be kept standing, and that once a month the sheets on which changes have been made be reprinted, and distributed to the catalogers at the Library of Congress, and to subscribers to the list.

The subject matter of a later list would doubtless agree with the present list in general features, but some minor changes might be found to be desirable. One point to which our attention has been called is the possible advantage of entering subjects in zoology and botany in the plural form rather than in the singular, as most of them have been entered in the present list. Another matter which merits consideration is the substitution of subdivided headings for the inverted forms now in use in certain classes of subjects, as in the headings Oxygen, Physiological effect of, and Man, Origin of. Some other questions to be considered are as to whether it would be advisable to distinguish in the list those subjects which are divided by country and then by city, from the subjects which have direct local subdivision; whether certain classes of headings now included could be advantageously dispensed with; and whether the main subdivisions of the animal and vegetable kingdoms are a valuable feature of the list.

Doubtless other matters will suggest themselves for consideration as time goes on, and we shall hope eventually to publish a list which may commend itself as a valuable tool to library workers. Borrowing the words of Mr. Charles A. Cutter in the preface to his "Rules for a dictionary catalogue" we may say with him: "It is to be expected that a first attempt

will be incomplete, and we shall be obliged to librarians for criticisms, objections, or new problems, with or without solutions."

It had been hoped that Mr. J. C. M. Hanson would personally supplement this paper by an informal account of the early practice and experimentation of the Library of Congress. In his unavoidable absence, brief extracts from a personal letter were read by Miss Thompson, who then called upon DR. E. C. RICHARDSON, librarian of Princeton university, to open the discussion with some previously prepared notes on

#### FUNDAMENTAL PRINCIPLES OF CATALOGING

This discussion by the direction of proper authority is a discussion of the alphabetic subject catalog as suggested by the A. L. A. and Library of Congress subject heads. It is confined to general principles and general principles, of course, always have exceptions. This discussion is, however, free in considering these so far as it pleases.

Some of the fundamental principles may seem more like rules than principles at first sight but it is believed that they are all well principled. However, it is not pretended that they are all the principles in sight; quite the contrary, there is quite a pocket-full of these left each with the memorandum of some principle, big or little, and there are but twenty-one here enumerated. This being a discussion rather than a systematic paper properly refers to matters of recent personal experience. Since the first page of the new subject index contains subjects down to the name "Absolute," there has been drawn a synopsis of all the subject headings used by the A. L. A., Library of Congress, Harvard, Sydney, Princeton and the indexes of the Expansive Classification and Decimal Classification.

This will illustrate the variety of usages which have to be dealt with in attempting to systematize this matter so as to get uniformity and may be regarded as illustrations of the principles enumerated.

1. A catalog is a name list of concrete or specific objects as distinguished from classes of objects; a list of plants in a botanical garden, of mineral specimens in a museum or books in a library, but a list of kinds of plants, minerals or books apart from concrete specimens is not. In the case of books such a list is a bibliography. The book catalog is a directory or guide book to certain concrete books, the bibliography is a list of books in the abstract, applying equally whether its books exist in one place or another, or even if they no longer exist at all.

2. A library catalog is a directory or guide book to books for use. The immediate object to publishers, new book dealers, book auctioneers or antiquarians is sale, the object to the librarian is use. This difference affects both the form of the catalog and the description of the books.

3. Library catalogs in turn may be distinguished into catalogs for the administration (which include chiefly accession catalog and the shelf list) and those for direct use of readers (which include author, subject, title, imprint, etc., catalogs)—the special use in every case modifying the form of the catalog.

4. Catalogs for readers differ according to the two needs of readers which the catalogs try to meet. These needs are (1) To find a given book; (2) to find a book or group of books of a given character. It is not quite exact to say under this second head, that the object is to find information on a given subject or topic, for it may be that the object is to find special forms such as incunabula or Venetian imprints, association books, fiction, poetry, drama, essays, orations, ballads, encyclopedias, dictionaries, periodicals, classes of rarities, books on vellum, etc.

5. The prime object of a library catalog or directory to books for use resolves itself into a matter of the economy of time and of attention. Where there are only two or three books in a man's library there is obviously little need of catalog.

As soon as there are many the guide book is needed. Whether, therefore, the catalog is author or subject, the controlling thought in its making is the economy of attention of the user.

6. The alphabetic order is on the whole the quickest reference order. The economic solution for these two needs proves, therefore, to be, the two alphabetical catalogs (1) the author and title catalog, (2) the alphabetical subject catalog. Title catalogs and the like are simply supplementary practical devices to aid inexperienced or forgetful readers.

The author and title catalog is distinguished from the author and catch-word catalog by the entry of anonymous titles under the first word rather than under the most significant word.

6b. Following a natural evolution, the systematic library catalog and the alphabetical classed catalog are practically extinct species, overwhelmed in the struggle for existence by the alphabetical subject catalog's quick and ready reference. This economy is, to be sure, effected for the average use, at a very great expense to the use of a good many readers who wish to consider all related aspects of a topic, but with the growing habit of classification of libraries, there is in fact a handy substitute, for these readers, in the classification, its index, and the shelf list. The alphabet subject catalog has thus become the recognized sole form of subject catalog for users in general.

7. The nature and origin of the alphabetical subject catalog is the same as that of the alphabetical encyclopedia, the alphabetical index to books and alphabetical index to a system of classification. Its rules and applications may, therefore, be guided by experience and practice in these three fields as well as direct experience in the alphabetical subject catalog.

8. Habit being a chief factor in quick reference, it is important that the name of the subject should be that of common usage. By this is not meant necessarily the use of the common people, but the form generally used in book indexes, encyclo-

dies, and library classifications. It is greatly to be desired that all encyclopedias, classifications, indexes and alphabetical subject catalogs should use just the same terms—the same form among synonyms, the same practice as to singular or plural, adjectives or substantive entry.

9. At least the names of the subjects in the alphabetical subject catalog should be identical with those of the alphabetical index to the systematic catalog if there is any or the classification of its own library.

10. Whatever names are used must be clearly defined. This is the first principle of subject cataloging, whether the arrangement is alphabetical or systematic, that the subject word shall be so clearly defined that there is no mistaking what is to go under it. It is hard to lay too much stress on this matter. It is the Alpha and Omega of subject cataloging of every sort, besides which even uniform names and the question of arrangement are quite secondary.

11. In choosing the names for classes, the most specific should be used. This is a very important aid indeed to clear definition. The only objection is the splitting of kindred subjects—the same idea which leads to the alphabetical classed or systematic catalog.

Many cautions are issued warning against being too specific—some well founded, but the danger lies almost wholly in the other direction. There may be a limit but the principle is one of the clearest and most important in the whole matter and even the encyclopedias—even the Britannica itself—are getting further and further away from the old Britannica type.

12. The names of subjects so far as they are identical with author catalog entries should be determined by the same rules as in the author catalog. This is another important aid to uniform names which should be strictly insisted on.

13. The alphabetical subject catalog should have a classed index, as the classed catalog or the shelf list must have an alphabetical index. Note that the index to the new Britannica by its alphabetical

index recognizes itself as an alphabetical classed encyclopedia rather than an alphabetical subject encyclopedia. Note also that it has the systematic index—the idea which in the end must be applied to every alphabetical subject catalog and which will be fully served automatically if the names of the classification index are identical with the subject headings and the class number attached to each of the subject catalog headings.

14. Sub-headings and sub-sub-headings should be alphabetically arranged. They should not be systematic or chronological.

15. Sub-headings should be chosen by the same rules and principles as main headings and thus make a duplicate list. There may be practical limits to this but principle is clear.

16. The arrangements of titles under main subject or sub-headings need not be alphabetical. Much is to be said for the chronological order of authorship or publication, but almost the only use for alphabetical arrangement by authors under heading is a poor duplication of author catalog use. It might be a real advantage to break the bad habit of using subject catalog for author purposes and on the other hand, the chronological arrangement of titles in the vast number of cases would save turning all the cards as required in the alphabetical order. Nevertheless the alphabetical is now the common method.

17. Complex books may be analyzed for the subject catalog. This is the distinctive advantage of the subject catalog over the shelf list that it can put different articles in the same volume or various subjects involved in one title under all their effective headings. It is obvious, however, that this principle must be limited—to apply in a wooden way would involve all periodicals and essays, a rock on which more than one attempt at subject cataloging has been wrecked.

18. The subject catalog should not be overloaded with references. The principle of economy of attention requires this. Few things are more aggravating in working under subjects than to have to finger

over a large number of irrelevant cards. Some of the remedies for this are subdivision, the arrangement in chronological order of publication as above suggested, limiting analysis by excluding all works analyzed in accessible indexes and, where there is more than one edition of the same work, indicating one only and referring to the author catalog for the others.

19. The card should not be overloaded with details. The principle of economy of attention involves reducing the amount of material in a title to its lowest terms (whether on card or printed book) a matter greatly helped by typographical distinctions or corresponding distinction in the breaking of written lines, the location of certain details on certain lines or certain fixed places on the card, the use of red ink, underscoring, and similar details enabling the user to get the essential facts as to the identity of the work and its location in the building in the shortest possible time.

20. The indications on the cards of either catalog should be as brief as may consist with clearness and so displayed on the card as to catch the eye quickly.

21. Subject cataloging is a practical art, not a science. Names will be changed from time to time and a part of the art is therefore to develop a method of record on cards which shall cost the least possible effort for making changes.

Dr. G. E. Wire, of Worcester, continued the discussion of subject headings, with special reference to medical headings in the third edition of the A. L. A. List of subject headings.

Dr. Wire said a lack of knowledge of medical and surgical terms had led the compilers of nearly all the library catalogs into using erroneous headings, "Sees" and "See alsos" and that these errors had been continued in the third edition of A. L. A. subject headings.

A cataloger of good preliminary education, with experience gained in a large library, and with the opportunities to be found in a large library, college, reference or circulating, of consulting books, or peo-

ple or both, can in time produce a fairly logical system of "Sees alsos" and "Sees," and subject headings in almost any subject except medicine.

Among the changes suggested by Dr. Wire are the following:

**Abdomen.** The rational references and cross references are:

See also, Intestines, Viscera.

Cross reference should be simply Viscera.

**Anatomy.** Why refer to Glands and not to Liver, the biggest gland in the body? Why to Chest and not to Lungs? Autopsy should not be referred to; that reference should come from Pathology.

**Appendicitis.** This is a surgical disease and should be put under Surgery, Practice of, instead of Medicine, Practice of.

**Contagion and contagious diseases.** Contagion and Infection seem to be confused. We are referred from Infection to Contagion as if they were synonymous terms.

**Homeopathy.** "See also Medicine" should be used for polemical treatises only. These headings show a bias against Homeopathy which is common in some classifications.

**Hygiene.** Has 54 "See alsos," most of which are fair but one-half of them could be omitted to the bettering and clearing of the list.

**Hygiene, Public.** This is better on the whole than Hygiene (plain), more consistent and logical in their references and cross references, thus confirming our contention that it is from lack of medical and surgical knowledge that these lapses occur.

**Medicine.** I should omit the following special headings, leaving only the general: Allopathy; Anatomy; Anaesthetics; Antiseptics; Autopsy; Bacteriology; Dentistry; Diagnosis; Histology; Homeopathy; Hospitals; Inoculation; Narcotics; Pathology; Pharmacy; Physiology; Stimulants; Surgery; Therapeutics; Vaccination.

From Medicine, Practice of, I should omit all the surgical headings as follows:

Appendicitis; Bones, Diseases; Cancer; Erysipelas; Eye, Diseases and Defects; Obstetrics; Surgery; Tumors.

Dr. Wire recommended that a medical mind with suitable library training should have been consulted about these headings before a final printing.

Miss Anna M. Monrad, of Yale university library, outlined the principles and scheme of subject headings for philology and literature applied in the catalog of Yale university library.

## SECOND SESSION

(Friday, June 28, 8:15 p. m.)

The second session of the Catalog section was held in the ballroom of the Chateau Laurier on the evening of Friday, June 28, Miss Thompson presiding.

Mr. Keogh, Miss Van Valkenburgh and Miss Mann were appointed by the chairman as nominating committee.

The first paper was by Miss ONO MARY IMHOFF of the Wisconsin legislative reference library, on

### CATALOGING IN LEGISLATIVE REFERENCE WORK

The state which studies the laws and experience of other states and countries in order to bring to its own statute books the best features of each, combined with the results of original work, confronts a problem of no small dimensions. The mass of laws put forth by the forty-eight states of this country is so overwhelming that it is practically impossible for one man thoroughly to comprehend their merits and disadvantages. The legislative reference library, therefore, must be of service in helping to select that which is worthy of imitation, at the same time discarding the impractical features.

The reasons for the success or failure of such laws, and the differences in economic or local conditions in two communities must always receive serious consideration by those who are endeavoring to meet the advancing economic demands for properly constructed and better laws.

The comparative element of this vast accumulation of material must always be remembered, not only in the care, but also in the gathering of material, if the library is to serve its highest purpose.

Because of this and other well known characteristics of a library of this type, the demands are of a peculiar nature and cannot be met by the ordinary library material treated in the usual library method. It is more or less of a quasi-library, requiring an adaptation of library processes to a combination of office and library work. As a result of this difference, the general library rules for cataloging must be decidedly modified. One is justified in making the catalog of such a library a law unto itself, for each and every one of its class has its own particular problems, environment and limitations, which will probably be met in its own particular way.

Since the problem becomes so largely one of individuality and circumstances, it might be well to consider for a moment some of the essential differences in purpose and treatment of material, and to realize the desirable points to be attained as well as the non-essentials, or things actually to be avoided.

The processes and methods of this kind of a library must in their nature be conducive to rapidity and conciseness of service. Time saving devices are unusually important, not only in the acquisition of material and the actual technical work, but in the delivery of material. The speedy availability of the most serious treatises on the most profound subjects is absolutely necessary. Between sessions many, many hours of the most earnest and serious efforts must be spent in investigation, study and research in order to relieve the pressure of heavy research work as much as possible during the session.

The library deals with business men who are seeking an answer to some special need. They have a definite reason for seeking the information and a definite point of view and they expect the library



to answer their questions in a business-like manner. Too much emphasis cannot be placed upon *efficiency* of service as shown through *rapidity* of service. The legislator is a busy man and any time saved through devices which quicken delivery of material, or shorten the time devoted by the patron himself, is well worth while. If two hours is necessary on the part of the library worker between sessions to put material into such shape that it may be delivered ten minutes sooner during the legislative session, it should be given cheerfully.

Condensations, digests, and briefs may be prepared during the interval between sessions which will save hours of time during the actual high pressure season of the session itself. Any sort of short-cut brought about by analyticals, or any other devices known to the cataloger, should be used. Shrewdness of judgment and a general discrimination as to what is really valuable is not only highly desirable but absolutely essential.

Since time is such an important element, it might be well to call attention to the fact, that the legislative reference library may be adequately maintained without many of the records which are favored in libraries in general. Do away with as much "red tape" as possible. Simplicity of material, simplicity in service, simplicity in the whole department is to be commended above almost any other one characteristic. Among those records which can be abandoned with perfect propriety in such a department, are the accession book, gift book and withdrawal book. So much of the material is ephemeral in its value that the cost of maintenance outweighs the value received in actual results. The serial list may be exceedingly simple. Records of the number of books cataloged, or circulation statistics are of very doubtful value in this work.

Since the loss of material is inevitably rather large, an inventory is almost essential. However, material is easily replaced, much of it is free and because of

this fact, a biennial inventory will prove satisfactory in most cases. There is no need of a complicated charging system. In truth, establish no records of any kind within the library until convinced that its efficiency will be hampered without them. Emphasis is put upon this point, because of the fact that all legislative reference departments have small appropriations in the beginning, and it is during this early period that the library must justify its existence by showing results in active service rather than in catalogs and records. At first there are never enough assistants to do both efficiently. Therefore, let the tendencies be toward those things which will bring into evidence vital things rather than mere good housekeeping.

It might be well to state that the term "catalog" will be used in the broadest possible sense. The definition of the term as it will be used in this paper, might be given as "a record of sources and of material," and not merely a record of material to be found upon the shelves of any one library or institution.

The catalog should be kept as simple as possible in its essentials. Conciseness of title, brevity of treatment, and above all clearness, must always be borne in mind. Sacrifice library school rules if necessary. Let there be no hesitation in enlarging or changing the title if by so doing greater clearness is gained. It must be remembered always that the catalog is made not for librarians with technical knowledge, but for men whose use of it will be that of an untrained student. Let it be such that your constituency may use it without help. Be exceedingly generous with notes, never failing in the case of bills to show whether such bills became laws or failed in passage. If a bill became a law, give the citation. If reports or cases are known by special names, be sure to note that fact. Let there be no ambiguity either in title, subject or note. Annotations as to the substance of material are also highly desirable, particularly when they show whether

a given article is favorable or antagonistic, or state the reliability of the author concerned.

The material itself falls into three distinct classes which influence the cataloging treatment; books, pamphlets, and clippings. The books and pamphlets show comparatively little variation from regular cataloging methods. Clippings in the Wisconsin legislative reference department are mounted upon manila sheets, eight by ten, arranged chronologically under classification number, marked with a book number Z and treated as a single pamphlet. They have no author card, being entered merely under the subject-heading necessary, with the author line left blank. This procedure is convenient in some other cases, such as certain extracts from the Congressional record, containing discussions in which various members take part and where it is difficult to enter under any individual or even joint authors.

Since the author phase of the catalog is of less interest than the subject phase which acquires unusual importance, secondary cards may be very largely omitted. Joint author cards are really of very little service. Series and title cards are the exception rather than the rule. Whenever possible it is advisable to make continuation cards instead of entering new compilations or new editions on separate cards. In the case of continuation cards, it is advisable to choose a brief title and pay no attention to such variations as may be given in different editions. For instance, a 1907 compilation of state tax laws might be entitled, "Laws relating to assessment and taxation," and the 1909 one simply "Taxation laws," and the 1911 one "Revenue and taxation laws." These may all be entered upon one card under the simple title, "Tax laws," and the three volumes added as continuations. In short, do not attempt to show the exact detail by means of cataloging, such as is advisable in public libraries. What your patron wishes to know is whether you have the tax

laws of that state and what is the date of their compilation. These are the facts which interest him and the number of pages or the particular form of the title, is of absolutely no value to him. This is a good example of that freedom in condensation and changing of titles which is somewhat heretical in its nature, but which after all leads to that saving of time and patience which is so necessary. Use only such imprint as is absolutely essential; omitting on the whole, illustrations, maps, portraits, and plates. In cases of excerpts from periodicals the name of the magazine with the date of that particular issue is usually deemed sufficient.

Because the ordinary patron of the legislative reference library is unfamiliar with library methods, it has been found convenient to file "see also" cards at the beginning of the subjects rather than at the end. For this same reason, the guide cards should be much more numerous than in other libraries, and it is of great advantage to have the main headings brought out upon thirds with the subdivisions of these main headings on fifths of a different color. Blue and manila form a good color contrast for such a scheme.

As has been said before, the comparative feature of this work is one which is worthy of special consideration. Its value can scarcely be over-estimated. The efficiency of the library can be greatly increased by a constant lookout for such material. Every book, pamphlet or clipping, passing through the hands of the cataloger must be most carefully reviewed, not only for its general material, but for any comparative statement which shows either conditions, laws, or tendencies in two or more communities, states, or countries. It may take form as a tabulated statement, a chapter, a paragraph, or even a mere foot-note, but at some future time it may serve as a starting point for an investigation, or give instantaneous help in the question as to "what states or countries have laws similar to

this." The advisability of listing such comparative material in a separate catalog must be determined by each library. When it is buried in the regular catalog it requires much longer to answer such questions than when kept in a separate file. If made into a catalog by itself, there should always be a note showing exactly what states or countries are included in the comparison and the dates covered by such material. In other words the comparative entry must be justified either by the title or a note showing that it really is a comparison. Probably two-thirds of such material is analytical in character.

The question of analyticals will be greatly influenced by the subject matter under consideration. Upon certain subjects there are practically no book treatises, and most of the material will be found in the form of analyticals. The amount to be analyzed, the choice of form and the relative value of the material concerned must be determined by shrewd judgment on the part of the cataloger. The entire library will be greatly enhanced by a careful selection of analyticals, but the bulk of the catalog must not be increased unless with good reason.

The percentage of analyticals will be in most cases much higher than in the ordinary library, because so often a few pages are worthy of special notice on account of their comparative nature, the particular view point of the author, or sometimes merely because of the scarcity of material on that subject. As to the cataloging form for analyticals, there is no reason why it should not follow the general rules of the library as a whole. My own preference is for the long form, because oftentimes the short form is not perfectly clear to the legislator. Although advocating simplicity, as a general thing, it should not require clearness to be sacrificed at any time. There is room for discussion on this point and there is difference of opinion, but my conclusion in the matter has been reached after some experimentation. A little more

work on the part of the librarian is preferable to the slightest bit of doubt on the part of the legislator.

Since legislators are investigating specific problems, looking at them from a single point of view, and not always considering a subject in its broadest sense or in its relationship to knowledge in general, the question of subject headings, outside of classification, becomes practically the most important single proposition the cataloger has to consider. In practically every case the popular rather than the technical form of heading is desirable. The simple ordinary term should be chosen, for it is under this type of heading that your reader will be most certain to look. In his haste and absorption he fails to realize that there is any possible viewpoint, other than his own. Having but one thought in his mind, he naturally expects to find his material under this subject. Most certainly he should find at least a cross reference. Therefore, one recommendation is to be exceedingly generous in the matter of cross references. Under such conditions it is always wiser not to trust one's own judgment, but to call upon various people asking under what heading they would look for material of a certain type. In this way the cataloger may secure suggestions which are unusually helpful and which put into the catalog the ideas of many persons rather than of one.

For instance, a book or pamphlet relating to the extortion practiced by usurers would be found under a heading such as "Interest" or "Usury." However, there are various other headings under which individuals might expect to find material of this kind, depending upon the particular phase of the question which he had in mind at the time. A busy man, wishing to draft a bill putting the loan shark under control, would be thinking of a loan shark and not of the underlying principle of interest. Another man approaching the question through interest in the installment plan would expect to find material of use to him under that subject.

Another man taking a broader view of the subject might look under "Interest." Each of these men would be justified in looking under the particular subject he had in mind, expecting to find either the material or a reference sending him to the chosen heading. Every possible heading which suggests itself is worthy of consideration, for such an investment of time will more than pay for itself in the satisfaction it brings to those who use the catalog. The necessity for painstaking effort and careful thought in this connection is verified by experience.

Special and local names may well be noted on all main cards and cross references made in every case from such forms. For instance, the law governing the sale of stocks recently passed in Kansas, which is popularly known as the "Blue sky law" should be noted as such in the catalog. The "Mary Ann" bill may be called for by that name and if there is no cross reference in the catalog the untrained assistant in the library, or the stenographer, will never find it. The mechanical part of the catalog should be so complete that it does not require acquaintance with all phases of the subject in order that a person may use it intelligently. Therefore, special and local names inevitably need attention.

The contents of a legislative reference library are largely of either an economic or a legal nature, and its patrons sometimes approach the material from the legal side and sometimes from the economic side. In assigning subject headings this fact must never be forgotten. Consequently, the headings will sometimes take a legal turn and sometimes an economic turn. At times it is necessary to compromise and choose one halfway between the two.

Let us consider for a moment the relationship of the economic and the legal material. Justice Holmes, in his book on the "Common law," expresses this relationship unusually well. He says in substance that the growth of the law is legislative; it is legislative in its grounds;

that the secret root from which law draws all the juices of life is consideration of what is expedient for the community.

The economic necessity for law precedes the legal expression. The need for a statute is felt long before it is formulated. This is readily recognized by political economists and lawyers. Judge Dicey, in his book entitled, "Law and opinion in England," (Lond. 1905, p. 367) says: "A statute \* \* \* is apt to reproduce the public opinion, not so much of to-day as of yesterday." Since a legislative reference library is busied with the process of law-making, rather than with the administration or interpretation of law, the trend will be toward the economic headings rather than the legal. The tendency of law is to crystallize, and subjects legal in aspect are likely to be complete in themselves, and therefore less amenable to library purposes. As an example, a subject heading such as "Eminent domain" is legal in its nature. This will be used in the main body of the catalog without a doubt. It may have cross references of both a legal and an economic nature. At the same time "Eminent domain" may be used as a subdivision of economic headings, such as "Railroads," "Street railways," "Telegraphs," and "Telephones." This shows how the legal aspect of an economic question may be brought directly in touch with the economic phase of the question. Another example is "Liquor problem;" as it is used in the subject headings, it is an economic question, yet we use the subdivision "Illegal traffic" which includes purely a legal phase. "Discrimination," a legal term, will cross refer to some specific form under an economic heading such as "Railroads—Rebates." It is often necessary to refer from some rather popular headings to legal forms, such as "Funeral expenses, see Estates of deceased persons." Again it may be necessary to mix the two with a heading such as "Ethics—Business and professional," with cross references from legal headings, such as "Professional ethics,"

"Legal ethics," "Medical ethics," etc. The general conclusion reached is that there is likely to be either subdivisions or cross references back and forth from any type of heading to any other type, with one exception, namely, an economic subdivision of a legal heading. In our experience in Wisconsin, we have not found this combination of headings either necessary or advantageous. This fact but emphasizes what has already been said, that law once established, becomes permanent and fixed in character.

Geographical divisions as main headings should be used sparingly, but geographical subdivisions of subjects are very helpful. Primary election laws, road laws, tax laws, will all be more available if divided by states, not only in the classification, but in the subject heading. If clearness or rapidity of service demand subdivisions, they should be made, even though there be few cards under each subdivision.

Many helpful suggestions for subject headings and cross references may be obtained from law indexes, law encyclopedias, and the New York index of legislation.

Not only is it necessary for the cataloger to know the material which is in the library itself, but if efficient work is to be accomplished it is decidedly necessary that material not within the four walls should be made available. Let all kinds of knowledge be at the cataloger's command, and make the mechanical devices carry as much of this burden as possible. First of all, material which is in town but which is not contained within your own library, should be noted. Statutes and session laws of all the states should be obtainable though not necessarily a part of the library itself. If a state or law library is near at hand, it is far better to rely upon them as a source of reference than to duplicate such a collection on your own shelves. Articles in law magazines, reports large in bulk, but issued only occasionally, may be noted, when not placed upon the shelves. In

Wisconsin we make a distinction between material in existence within the city and that which is in existence elsewhere, such as in the Library of Congress, the John Crerar library, or near-by institutions. A manilla catalog card tells us that the material may be found outside of the city, whereas by stamping the name of the library in the place of the call number on a white card, we indicate that the material is in town. Subject entries only are made for material of this sort.

There are many indexes already in existence which will supplement the catalog and call to the attention of the worker available material. One of the most valuable sources of all is found in the experts of the neighborhood. The librarian is too prone to think that all the most useful knowledge is in books or printed form. Some of the best help imaginable can be obtained from men. Every community has within its borders specialists of various types; men who have given their lifetime to the study of some particular question. Make such individuals a portion of the catalog; use them as sources. The telephone is at your command and oftentimes more valuable information can be obtained from some person within telephone call than can be gotten from hours of work with shelf material.

Furthermore, do not limit yourself to the talented man within the community, but use the expert wherever he may be found. Correspondence will often bring information to your door; mount the letters; put them with the clippings or catalog them separately; in case of urgency, telegraph. In fact, have some of the appropriation deliberately set aside for supplementing the catalog by telegrams.

A record of sources, arranged both by places and subjects is of service. Under your subject list enter the names and addresses of those who are specialists. Experts throughout the country will thus be at your command. In the geographical list, put the names of parties to whom you may apply for material relating to a

given community. Suppose for instance, that your state is contemplating a Workmen's compensation law and some state where there is no legislative reference department is also considering the matter. This state passes a law on Tuesday, and on Saturday the bill of your own state is coming up for consideration. You need exact information as to which bill is passed, whether it passed with or without amendments; in fact, you must have immediate and full knowledge concerning that law. You may have within your mind some possible source, but during the stress and pressure of the legislative session such a list relieves one of the necessity of remembrance.

The catalog, through its mechanical devices, can carry this burden. The catalog is not merely a record of sources within the four walls, but must endure as a record of all possible available sources, so that time and energy given to "the living part" of the catalog, is well expended.

In addition to the sources already mentioned, there are numerous other possible indexes of value. When the bills are available in printed form, a subject index indicating the final disposition of a bill—whether killed, passed or vetoed—is of inestimable use. Such indexes for the general laws and the local and temporary laws are advantageous. A comparative index, apart from the regular catalog, already noticed, may be mentioned again in this connection. An index of the documents of the state is also a valuable asset, since the publications of most states are rather poorly indexed and have practically no centralized list of subjects. The decisions of the attorney-generals quite often are of as much importance in law conclusions as are the decisions of the courts. They have virtually either vitalized or invalidated laws upon the statute books. In states where statute revisions are rather infrequent, statute indexes may be necessary. These indexes should be made supplementary to the regular catalog. Some of them may be carried along

as side issues at the same time as the regular work, and others may be taken up in their entirety to be accomplished as time permits.

Since the importance and value of such a library depends, not upon the quantity, but upon the quality and efficiency of the collection, the disposition of material which has become historical in its nature comes prominently into the foreground. Unless there is constant supervision and reduction, there is an unnecessary and useless accumulation. The working library will never be a large one. After a state policy relating to a given question is established, the library should, within a reasonable time, dispose of the larger portion of the collection on that subject. Its present usefulness from the legislator's standpoint is over. Its future value is as a historical contribution. As a result, there will be continual withdrawals as well as continual acquisitions.

After all, that which makes library work so stimulating and so interesting is the human element. The progress which one may make in its mechanical side, the service of all its books and pamphlets, the importance and the value of the material, depend primarily upon the human side of it. The mere fact that the scholar, as well as the man with a hobby, the student along with the crank, the conservative together with the radical, the theoretical and the practical man, are all brought together in a common place, shows that the mechanical is truly the lesser value in this field of work. However, it is in the making of a more perfect apparatus, in the saving of time and energy, in the additions to its efficiency, that the cataloger receives his reward. The possibilities of this work are so far reaching, that every reasonable device or idea is at least worthy of trial so that there may be every possible advancement in every practical direction. It is a new work and there are few guide posts. We cannot accept other experiences unquestionably. What are virtues in another library may be vices in the legislative

reference work. What we most need is a safe and sane balance of judgment, quickness of perception, a sense of foresight, combined with all the special knowledge possible, great discrimination, initiative and the ability to meet any situation, and above all, the disposition to test every new conception or suggestion which may lead to development; in fact, the more of these virtues which the cataloger may possess, the more efficient will be the result, not only in the catalog itself, but in the net results shown by the work in its entirety.

In the discussion following the paper, Mr. W. H. Hatton, chairman of the Wisconsin free library commission, spoke of the importance of knowing not merely books but men and making a wise use of correspondence.

Next on the program was Mr. A. G. S. JOSEPHSON'S query

#### WHAT IS CATALOGING?

In raising this question I am not concerned with the principles of cataloging, with the difference between cataloging and bibliography, or any problem of that kind. My problem is the much more practical: What part of the work of a library staff is meant when cataloging is spoken of in an annual report? What does it mean when a librarian states that a certain number of assistants have during a certain period cataloged a certain number of books? And, bringing the matter down to a particularly practical point, what does he mean when he says that it costs a certain sum of money to catalog a book? I am not going to answer the question, I want it answered. I don't want it answered right off. I would like to see this section go after the problem and bring in the answer. In a word, I suggest that this section appoint a committee for the purpose of investigating the method and cost of cataloging in a number of representative libraries. I would not be much concerned for the present with the methods of the small public and college libraries, but only with such libraries as may be said to have a

special cataloging force; and I would not extend the inquiry to more than a score of libraries at the most.

The following draft of a questionnaire will show succinctly enough what I have in mind:

1. How many persons between the grades of head of department and clerical attendants are connected with your cataloging force? In how many grades are these divided?

2. How many of these are occupied with the actual writing of the titles?

3. How many persons of the grades of clerical attendants and pages are occupied with copying of cards, typewriting headings, filing and other such more mechanical work?

4. Are any persons of a higher grade than clerical attendant doing any of the above kinds of work, and why?

5. Are those of your assistants who write the titles occupied with this all day, or do they change regularly to some other kind of work? If the latter, is such other work treated merely as relief from the drudgery of title writing, or does it occupy a considerable part of the assistants' time? Or, are a certain number of days a week devoted to cataloging (i.e. title writing) all the time, and other days given up to other kinds of work?

6. Are the following items, or any of them, determined by the assistants who write the titles, or by superior members of the staff:

- (a) general form and completeness of entry;
- (b) author heading and added author headings and cross references;
- (c) collation;
- (d) subject headings;
- (e) classification.

7. What is the average salary of the members of your cataloging force?

There may likely be other questions to be included; some of the above questions may be made more detailed or given a different formulation or bearing. I believe that an inquiry of this kind, if carried out as it should be done, would do

much to show us where changes in our methods might be introduced, to the increased efficiency of the cataloging force and to the benefit of its members.

The ensuing discussion, participated in by C. B. Roden, W. S. Merrill, C. W. Andrews and others resulted in the adoption, on motion of Mr. Roden, of the following resolution:

**RESOLVED**, that the executive board be asked to appoint a committee to investigate the cost and methods of cataloging in accordance with the suggestions in Mr. Josephson's paper.

A report on uniformity in cataloging rules, made by Miss Helen Turvill, instructor in cataloging in the Wisconsin library school, as chairman of a committee appointed at the January, 1912, meeting of the library schools instructors, was presented by Miss Mary E. Hazeltine.

In connection with this report, Miss Hazeltine submitted for inspection a double file of printed rules on cards embodying the present usage of the Wisconsin library school, which it was hoped might serve as a basis for the further work of the committee. One file was arranged numerically as given to the students for class work; the other, alphabetically under topical guides, as the students would have them filed with illustrative sample cards, at the end of the course.\*

The report itself, which was merely one of progress, to be completed at the mid-winter meeting, was accompanied by a request for discussion at Ottawa and a list of points on which an expression of the preference of librarians was desired.

#### Points for Discussion

Call number—Position.

Heading—Second line indentation.

Date.

Figures—When to be written out.

Edition—Spacing.

Omissions to be indicated.

Supplied information to be bracketed?

Collation

To include paging?

Author abbreviation—

Women's names.

\*These card rules may be obtained of the Democrat Printing Company, Madison, Wis., \$2.50 per set.

Title card.

Imprint?

Initial article in curves.

Author's name.

Spacing after initials.

Spacing between name and titles.

Added entry cards.

Form of date.

Contents.

Form.

Punctuation.

Cross reference.

Form.

Joint author.

Analytic.

Form.

Position of paging.

Added edition.

Miss Gooch and Miss Van Valkenburgh, members of the committee, spoke in explanation of its purpose and scope.

Mr. Merrill said that as editor of the A. L. A. periodical cards he was glad to learn that a committee was working to secure greater uniformity in catalog entries.

Among the libraries contributing the copy for the periodical card work of the Publishing board, there is still variation in the mode of entering authors' names: sometimes date of birth is given and sometimes it is omitted; names unused by a writer are looked up and entered upon the card by one library and disregarded by another library; periods after initials are used or omitted; names of joint authors are both given in the heading by one library and only first name is given by another, while there is even diversity about filling out initials of the second author's name.

These divergencies are not only theoretically inconsistent but practically inconvenient, because the printed cards do not conform entirely to the practice of any library. Mr. Merrill said he hoped that agreement upon these points might soon be reached.

The question of methods of bringing the matter to the attention of librarians was informally discussed by Miss Margaret Mann, Miss Bessie Goldberg, Miss Bessie Sargeant Smith, and others, but as the chairman, Miss Thompson, pointed out, the report was but a partial one and



not from a committee of the Catalog section. Therefore no action was required.

Owing to the lateness of the hour, further consideration of this subject and also problems of arrangement in a dictionary catalog, which was scheduled in the program, were referred to the incoming section officers.

The nominating committee submitted this ticket: Chairman, Miss Harriet B. Gooch, instructor in cataloging, Pratt institute school of library science; secretary, Miss Margaret Sutherland Mackay, head cataloger, McGill university.

They were unanimously elected and the meeting adjourned.

## CHILDREN'S LIBRARIANS' SECTION

### FIRST SESSION

(Friday afternoon, June 28th)

The first session was held at the Chateau Laurier Friday afternoon, June 28th. The chairman, Miss Mary de Bure McCurdy, presided. The general topic was "Work of special libraries with children."

MISS MARY S. SAXE, of the Westmount public library of Montreal, read a paper on the subject

#### WITH THE CHILDREN IN CANADA

Miss Saxe said they had in Westmount the only properly equipped children's room in any library in the province of Quebec, and that the only library work for children in Montreal was done by the McGill university settlement workers in the slums of that city. The best children's work in the province of Ontario is now done by the public libraries of Toronto, Ottawa, London, Collingwood, Berlin, Sarnia and Fort William. Among the smaller libraries the work done at Galt is particularly worthy of mention, the quality being due, as is generally the case, to the unselfish and enthusiastic work of the librarian. At Winnipeg, although they have a handsome library building and a room set apart for the children, activities seemed at a low ebb when the speaker visited the library two years ago.

"The Church of England in Canada has done a good work up there within the Arctic circle with its Sunday school libraries. The Indian children and the half-breed children, of whom there are many, get all their reading from this source.

"Away out on the Pacific coast, a missionary of this same church became interested in the logging camps that he found among the islands of the gulf of Georgia. He returned to the Bishops of Columbia, and of New Westminster, stating that he must have a boat built, which would be a church, and also an ambulatory library. It was a beautiful scheme—it was also an expensive one. But those of you who care to read of its development in a little book entitled "Western Canada" can do so, and you will learn with delight how well the idea has worked out.

"In the past two years the library movement in Canada, especially in the Northwest, has expanded rapidly. Regina has opened a new public library within the past six weeks, and the work for children is to be well looked after. Calgary, New Westminster, Vancouver, Victoria, all tell the same tale of a long struggle in crowded quarters—and now new buildings and splendid promise of good work. It is most unfortunate for us in Canada, that our distances are so great, our ties have to be mostly railway ties.

"In Westmount we opened the Children's room in January, 1911. We began agitating the dire need of such a department fully seven years before the reality came."

The paper on County work with children prepared by Miss ALICE GODDARD, head of children's department, Washington County free library, Hagerstown, Maryland, was read by Miss Gertrude Andrus in Miss Goddard's absence.

### COUNTY WORK WITH CHILDREN

My subject, as announced on the program is "County work with children." In the first place let me say that there is little or nothing to be said about county work with children that does not apply equally to work with adults in the same community. The experience of the Washington County free library of Hagerstown, Maryland, during eleven years of rural work, has been that the books that go into the country homes are read by old and young alike. The reason for this is not far to seek; the children are going to school, for a few months of the year, at least, and are receiving an education that was, in many cases, denied the parents. Before the installation of our library, books, other than an occasional religious periodical, perhaps, were an unknown quantity in the average farm house, so that, even if the farmer or his wife had acquired the reading habit as a child, it had lapsed, through disuse. Consequently, when our books were first brought to the door the same books appealed to both parents and children. One mother told us, with tears in her eyes, that we could never know how she enjoyed hearing the children read the books aloud, for neither she nor her husband could read or write.

At a farmers' institute in Ohio, an enlightened farmer once remarked that the three things that had done most for the amelioration of the lot of the farmer's wife were, rural free delivery, rural telephones and Butterick patterns, and to that trilogy we add rural free delivery of books. How to reach the country children, is, of course, the problem that confronts a county library. The methods of the Washington County free library of Hagerstown, Md., are:

First—The children's room of the central library. This is a large, pleasant room, on the second floor, where the usual activities of any children's room are carried on. Two story hours a week are held, Friday nights for the older children, and Saturday mornings for the younger ones; many

of our regular Saturday morning visitors are from the outlying districts; there are three little boys who come "four mile," as they express it, nearly every week to hear the stories, they have been known to be led into the extravagance of spending even their return fare on the train—such are the temptations of city life!—and having to walk home. One very small boy who is with us almost every Saturday is the son of a stage driver, his father brings him in, and leaves him with us for the morning, he is known among us as "sonny," because of characteristics similar to those of Ruth McEnery Stuart's hero.

Any child in the county, so soon as he can write his name, may "join library," regardless of "race, or previous condition of servitude," a phrase not without meaning still, in Maryland. The same privileges are extended to all, town and country children alike, two books at a time, with privilege of renewal. Country books may, of course, be renewed by telephone or mail, and frequent cards come to "Dear teacher," or even "Dear friend."

The teachers draw to a practically unlimited extent upon the circulating collection, as well as from the school duplicates, of which more a little later. So much for the work of the main library.

Second—Branches throughout the county. These are deposit stations, placed in the country store, the postoffice, the toll gates or, in some cases, in private houses, the boxes contain about fifty books, and are returned every two or three months for a fresh supply. A custodian is appointed who keeps track of the books by means of an alphabetized blank book, the book slips being kept at the library, filed by the Browne system, under the name of the station, Shady Bower, Black Rock, etc.

Third—The Boonesboro Reading Room. This village began with a deposit station, and became so interested that a permanent reading room was established, maintained entirely by the village, except for the books, which are supplied by the library; a permanent collection was given, which

is supplemented by an exchange every ten days. A fortnightly story hour is carried on here; during the past two years it has become necessary to divide the children into two groups, to the older ones the same series of stories is told as to the older group at the library, Norse myths, Iliad and Odyssey, and, this winter, Chaucer, Spencer and Shakespeare. The latter author, by the way, meets with special approbation among our country friends.

Fourth—Schools. The country schools, as well as those in town, are visited, and collections are sent; with the books are sent pictures, prints of the masterpieces, mounted, and annotated with sufficient fullness to serve as a lesson outline, if the teachers wish to use them so.

Fifth—The book wagon, or to be strictly accurate, one must now say book automobile. About six years ago it was discovered that thirty of the stations were off the line of railroad, trolley or stage, and the question of transportation arose; for a year a horse and wagon filled the need, going out simply for the purpose of carrying cases back and forth. Then the book wagon was built, so constructed as to carry several cases for deposit stations, and at the same time, some two hundred books on its shelves; thus began our rural free delivery of books, and the wagon, with its driver, Mr. Joshua Thomas, became one of the features of the county, until about two years ago, when a most unfortunate accident deprived us of both. A stray engine, coming round a curve, struck and completely demolished the wagon; happily, Mr. Thomas and the horses were across the track, the horses escaped uninjured, and Mr. Thomas, though thrown out and stunned, sustained no injuries other than the shock, which, at his age, was naturally very great. Mr. Thomas has now retired from active labors, and the wagon has been succeeded by an automobile.

Perhaps I can best give you an idea of the work of the wagon if you will come with me, in spirit, for a typical day in the country. The new car is constructed

very much as the old wagon was, with room for two passengers, besides the chauffeur, one member of the staff goes on the trips now, for our chauffeur is a chauffeur only, nor is he the picturesque figure Mr. Thomas was.

Let us choose a morning in spring, when red bud and dogwood are in bloom, and the fruit trees are fluffy masses of pink and white clouds, and the tender green of new life is showing on hill side and forest, and the "hills of Maryland" stand out like lapis lazuli against a turquoise sky. It is a fair country, and one can understand why the early settlers tarried in this valley in their march westward, over the very National Road that we shall drive over today; a road full of historic meaning, a road that has seen the covered wagons of the emigrant tide, that has resounded to the tread of advancing and retreating armies, and that is now a thoroughfare for motor cars. We see little, or no actual poverty, occasionally the down-at-the-heels farm of a "poor white," but thrift and comfort are the rule.

We spin gaily along in our motor wagon, stopping at the farm houses along the way; occasionally horses shy at us, and children stick their fingers in their mouths and stare, for automobiles are still somewhat of a novelty on cross roads and lanes, and country horses and children are not so sophisticated as their city brethren. Sometimes we go a mile or more off the main road, to reach one house; we are rewarded in one such case, for we find a girl of sixteen, who has never read Miss Alcott, and we leave her with Little Women in her arms. A swarm of "sun-bonnet babies" greets us here, too, and we find a picture book for the older sister to read to them.

At one house we have some difficulty in enticing the farmer's wife out to look at our wares. "He" is out on the farm, and there is not much time for reading. We discover a boy of twelve or thirteen, however, lurking in the background, with a dog at his heels, the dog is a convenient

topic of conversation, and Beautiful Joe happens to be in the wagon. An inquiry as to the family elicits the information that this boy is all, except an "orphan boy we took." After some difficulty the "orphan boy" is brought forth from the recesses of the barn, where, we strongly suspect, he has had an eye at a crack all the time, and proves to be the regulation "bound boy" of Mary E. Wilkins, tattered straw hat, patched overalls and all; he, too, has a fondness for animals, and so we drive away, leaving boys and dog looking after us, with Seton-Thompson as a companion.

One wide detour, up a hilly lane, brings us to a house, commanding a wonderful view of hills and valleys, and the Potomac, a winding silver thread in the distance. Here we find the mistress of the house, and a girl of sixteen or eighteen, who "lives there;" they used to get books from the old wagon, they tell us, and it has seemed a long time since they had any. Accordingly, we bid them help themselves, and as we are preparing to drive away, one of them, hugging a huge pile of heterogeneous literature, says to the other, "Law, Bess, we'll fergit to listen on the 'phone!" an unconscious tribute both to us and the rural telephone system.

And now we find that the dinner hour has arrived; sometimes there is a country hotel at hand, but more often we have dinner at some hospitable farm house, which gives us a golden opportunity to make friends with our people. It is noticeable that the conversation is confined almost entirely to us women, the men attending strictly to the business in hand; the women, however, make the most of an unusual event, and between serving and conversation, it often seems to us as though their own wants must be entirely forgotten.

There is a country school on our way, and we stop there to get the key to a church a little farther on, where we are to pick up a case of books; the temptation to a story teller is too great to be resisted, the wagon goes on, to come back

a little later, the two rooms are put together, and I have the pleasure of telling "Johnny Cake" and "Seven little kids" to children who have never heard them before. When the wagon appears we suggest a picture, and a grand stampede follows, all the school commissioners and truant officers on earth could not have kept a child in that building—the charm of the Pied Piper was no greater!

"And what do your country children read?" We are often asked, and we like to reply, with considerable pride, that they read good books. When the wagon is being loaded for a trip a large proportion of the books is from the shelves of the children's room, and of the fiction fully 75% bears the mystic symbol "J," showing, as I have said, that the same books are read by parents and children; war stories are always in demand, particularly of the Civil War; Henty is a prime favorite, and of the better Hentys, With Clive in India, Beric the Briton, for instance, we duplicate quite freely. Novels of a religious character, such as Ben Hur are popular, and Pilgrim's progress is always in demand.

And so our day slips by, and before we know it evening is upon us; by four o'clock we see preparations for the night going on in the barn yard. We go home, tired, but with depleted shelves, and the consciousness of a good day's work. May there be many more to come, and may each one of you fare forth with us one day, on some such happy library adventure.

Mr. Henry E. Legler read a paper prepared by Miss JEAN McLEOD, house librarian, Sears, Roebuck & Co., Chicago, on

#### AN EMPLOYEES' LIBRARY—ITS SCOPE AND ITS POSSIBILITIES

I have been advised that there is only one thing more ruinous to one's reputation than an absent debut to the American Library Association conference, and that is to inflict a maiden paper upon someone else to read. But after absorbing some of

Mr. Legler's courage and optimism, I cannot refrain from treading upon this dangerous ground and setting forth a few pet theories. I do not know that Sears, Roebuck & Company needs an introduction or an explanation, but as the character, combined with the magnitude of the house, is quite unique, and is such a vital part of the library work, the foundation of this paper, as well as of the work itself, must of necessity be predicated upon some knowledge of the house machinery.

We are dealing with a mail order retail house, and this paper will be based upon the central plant only. The existence of the outlying factories, not only in Chicago but throughout the country, all under the control of one corporation, opens up a new field in commercial library work, which to my knowledge has never been touched.

The house handles everything—that does not mean the usual stock of a department store, but everything that can be bought and sold. New opportunities arise as your eye wanders down the list of the various departments. Our house directory lists over 200 departments, including jewelry, baby clothes, and farm implements. In fact, a home can be furnished complete from parlor to stables.

Besides the merchandise, we have the various administration and utility departments, which include press rooms, bindery, machine shops, shipping rooms, employment department, restaurant, green house, hospital, barber shop, chemical laboratory, etc. With this cosmopolitan center, condensed under one management, there is no limit to library possibilities. My experience so far has been that everything in print can find a congenial resting place somewhere in the house.

The central plant occupies three square blocks, including five buildings and a sixth in the process of construction. The largest of these, the merchandise building, is nine stories high and two blocks long, and is a condensed village in population and activity. The library is located next to one of the most popular sections in this building, the employees' and house sales

department. In this section employees are obliged to call for their personal purchases. This is an added convenience and a time saving arrangement. The printing building, administration building, power house and paint factory complete the group of this seething little city, and make one wish that a branch library might be established in every corner.

Our library is primarily a deposit branch of the Chicago public library. We have about 1600 books on deposit, which give us a circulation of about 4000 a month. In addition to that, our daily express service gives us the resources of the main library stock, and makes it possible to send individual cards with specific requests through the station department. This is a great help in making out lists on special topics, as 25 or 30 books on a subject may be listed and drawn one after the other without further reference. Our circulation for these books runs from between 75 to 100 a day.

In addition to our public library books, we have about a thousand of our own. About 75 per cent. of this collection is light fiction and juvenile books; that is, stories for both boys and girls of the intermediate age. Books of this character are, of course, in the greatest demand, and it is for the right kind of this material that we are constantly searching. This supplementary collection of our own does not in any way detract from our public library books, but rather serves as added bait and leads to the better books of the public library, upon whose resources we depend for our existence.

We subscribe for about 40 monthly and weekly periodicals, both technical and popular. In addition to these, we have several shelves of miscellaneous magazines, composed of month-old copies sent out from the main library, as well as our own old copies, and donations from the employees. All of these magazines we circulate. In fact, we are in no sense a reading room, as the very nature of a busy 8-hour day and 45-minute lunch period will prove. Our charging tray and a few pieces

of furniture are the only things we refuse to let go to the homes or departments.

In taking charge of the library last fall, I realized that there were two distinct phases of the work: the commercial or economic, and the social—the first to be established, the second to be developed—both sides equally interesting and offering equal possibilities.

The commercial value must be established not only by becoming familiar with the policy of the house, but by cooperating with the heads of departments and making the library felt as a live agent throughout the house.

Cooperation is best established by the reference work which can to a large extent be created. For instance: One of the buyers in the supply department is dealing with two agents for rubber bands. The contract is a big one. There is much discussion as to which make of rubber band will live the longer. In self-defence, the buyer telephones the library for any information on rubber. Right here is the librarian's chance to make or mar. Perhaps this buyer has no library card, but at the eleventh hour has thought of the library as a last resource. There is one sure way to cure him of ever using the library again, and to persuade this time-pressed business man that the library is a plaything done up in red tape, and that is to send word to him that he must come personally to the library, sign an application, and wait for the book according to our library law. He will probably decide to take a chance on the merits of the rubber bands, and condemn the library as an agent of too slow blood for his purposes.

The point is to get the information and to get it at once to the right man. If we can find something on our own shelves, a boy is sent with the book at once, even if he carries an encyclopædia with him. If, as often happens, we are not so fortunate, a signal of distress is sent over the 'phone to the reference librarian at the main library, and she sends out material on the next delivery. Not only does this apply to the buyer of rubber bands, but

to the chemist who wants material on fabrics, textiles, and lubricating oils; to the manager of the grocery department, on the blending of coffee; to the furniture buyer, on cabinet making and period furniture; to the head of the agricultural department on the silo and the traction engine; to the clerk in the shipping department, on parcels post; to the girl in the correspondence department, on punctuation; to the boy in the automobile repair shop, on the gas engine; and so on indefinitely. A memorandum of these requests makes a busy day for the weekly visit to the reference room at the main library. Books of interest on each particular subject are listed, even to government bulletins. We have even had intrusted to our care material from the public document department, and Mr. Legler's liberality has given us an economic value that will be the stepping stone to a new work, and make the library a factor to be reckoned with by the progressive commercial house.

In our library, as well as in any other, the reference work is not confined to the books alone. The value of magazine material is an old story, but its worth is self-evident in a progressive business house whose aim is to anticipate future contingencies as well as to meet present needs. Before discarding magazines, all the usable material is appropriated and sent to the man or woman interested. Not only does this apply to the man's business, but to his hobbies—a little article for instance, on poultry raising or photographic chemistry will often create public opinion very favorable to the library. So far we have not kept a clipping file of these articles, but that is one of the next steps that could be made quite an important feature.

To keep in touch with the buyers and department heads, the newest books on subjects of special interest stimulate not only the men in charge, who are always ready to respond to new ideas, but arouse new interest among all employees and indirectly lead to promotion through more

ent work. These books are sent right to the department, either to be examined with a view to buying, or, if already purchased, to be circulated in the department. We find that in this way we lose if any books and our time-honored practices do not suffer.

And so in many little ways it is possible to keep into the commercial life of an immense concern; to develop gradually a convenience to a necessity.

The social side of our work is perhaps the more somber. At least, it is an intangible thing that has no name. Our reason for existence is the same as for any public library—that is, for the common good. To do any grade of work other than simply handing the books over the counter, it is necessary first of all to be familiar with the personnel of our employees. We have about 8500 employees, and to become personally acquainted with each is, of course, impossible.

However, a surprisingly large number can be reached on this footing, and the rest is a question of time combined with a sane democratic attitude. We do want our people to feel that reform through the library is one of the rules on application blank, or that the library's stamp of approval must go out with every book. Advice, so labeled, is never given.

Of our 8500 employees, one-half are girls engaged in education from grammar school to college graduates. One-fifth of this number are under 18 years of age. The work with this last group is intensely interesting, and can be developed in many ways. We have, of course, the usual problem, in trying to direct from Mary Jones and Southworth to a better grade of reading. However, we are not working in the dark to the same extent as is the case in the public library. Our girls are all gathered together with a common interest, we are at once on the same big plane, they have access to them at any time of day. We are a part of the thing most dear to them—their daily work and means of support. They come to the library dur-

ing the noon hour for a change of scene and to see the other girls, as well as to exchange their books. We give them books for their parties and books for their night school classes. A girl is told by her employer that she will lose her position unless she learns to use good English. In desperation, she comes to the library, and we give her a book, yes, even three books, if she needs them, to help her keep her position. Another girl must be transferred to a less desirable position unless she can increase her vocabulary in order to take dictation more intelligently. She is advised to come to the library, and we are there to see that she gets the right books. The next time she may come without being sent. The girls come to us to find out when the lake boats begin their trips, as well as to find desirable places in which to spend vacations. And so we welcome them each time they come, regardless of what their errand may be, for we want them to feel that the library is theirs, and is a convenience as well as a pleasure.

The work with the girls is so varied, and is such a study in itself, that I have only touched upon its possibilities. However, a book on the subject would not cover the field, but lack of time and consideration for your feelings will prevent further comment, and I will simply outline just a few of the ways in which we try to reach the boys, one-third of whom are under 21 years of age. Aside from the eternal vigilance to blot out all Alger traces, we have many really interesting phases of the work with the boys. We first of all can and do have confidence in the boys. We can get necessary information as to their home conditions, if we wish it. We have, in common with them, as with the girls, their vital interest, the beginning of their career. The influence that can be exerted over these young boys, many of whom are leaving home for the first time, and are, so to speak, "men among men," is tremendous. Often a wavering ambition can be reinforced and a chance for "making good" saved by showing a little unasked interest.

We try to give the boys material for both work and play. We post lists of books on the bulletin boards in various departments, and so call attention to books on "choosing a career," or "business efficiency." Then we make up lists on athletic sports, interest in which is stimulated by our athletic association, whose membership includes both boys and girls.

Many times a department is discovered where little or no interest is taken in the library. We find that the boys and girls from there never come to the library, and so we take the library to them. In every case the managers are very anxious to cooperate and are willing to have us send a small collection of light fiction to the time clerk's desk. She circulates these as she wishes. So far, we have lost no books in this way, and in every instance new borrowers have been the direct result.

Many of the boys have been obliged to leave school before entering high school or even the upper grades, and in many ways we can supplement their lack of school training—especially if we can discover a gleam of interest in any one subject, such as mechanics, electricity or history.

All our work, our aims, and our possibilities are crystalized in our Library Bulletin, a home product in every sense of the word. The direct object of this little publication is to attract all ages and all classes of our employees. It is sent to every department, and from there distributed personally. We try to have in each issue a section to appeal to popular demand, as well as to promote some special feature. We hope to make this bulletin a strong factor in our work, a lever that will gauge not only the circulation of our books, but will be the connecting link between the library and the employees, and make it the medium of a new energy and a new enthusiasm radiating from our small quarters to every activity of the plant.

And so, in these few pages, I have tried to show that the commercial house library, although in its infancy, has come to

stay. And as the pioneering becomes more and more an established fact in library work, more commercial houses will recognize the need. They will be more than ready to respond to the progressive public libraries, whose efforts to expand and to bring their resources to the very centers of civic activity will thus establish a more intelligent relationship and efficient cooperation with their very means of support.

Miss Grace A. Whare, of the Houghton, Mich., public library, was present at the meeting and asked the privilege of presenting a very attractive exhibit of colored slides and illustrations which she used in telling Miss Lagerlöf's Story of Nils. Each of twenty-six illustrations depicted an adventure of Nils.

#### Business Meeting

The regular business meeting of the section was held at Chateau Laurier, June 29th at 9:30 a. m. Miss McCurdy presided.

The minutes of the last meeting were read and adopted. The chairman announced that the terms of two of the five members on the advisory board had expired and that only one member was appointed at the last meeting, instead of two. This raised the question as to the advisability of having an advisory board since none of the other sections had such boards. It was urged that an executive committee be formed consisting of the three officers of the section and two other members to be appointed by the chairman, and that all the members of this executive committee be actually engaged in some phase of library work with children. It was finally decided, however, to continue the advisory board as heretofore and the chairman was requested to appoint members to fill the vacancies. Mr. Hill and Miss Titcomb were appointed to serve for three years each. The chairman appointed the following committee on nomination for officers: Annie S. Cutter, Gertrude Andrus and Adah Whitcomb. The meeting then adjourned.



**SECOND SESSION**

(Monday afternoon, July 1st)

The second session of the section was held July 1, at 2 o'clock. The general subject was "Work with high schools." Mr. FRANK K. WALTER, vice director of the N. Y. State library school, read a paper on

**TEACHING LIBRARY USE IN NORMAL AND HIGH SCHOOLS**

Within the past few years the literature of this subject has become so copious that any original discussion of basic principle has become nearly out of the question. The excuse for papers like this one, which is mostly mere reiteration, lies in the fact that outside of library circles the matter has not been very seriously considered in spite of the constant repetition, and relatively few teachers have as yet attempted to give definite instruction in the use of books.

It is one of the characteristics of the present that we are learning the necessity of saving time and effort by doing better the things we can already do passably well. To this end vocational schools and vocational courses are being established everywhere. If the use of the tools of the trades must be taught in the interests of greater individual development and greater efficiency, there certainly is need of teaching the efficient use of books which are the already recognized tools of the professions and which are more and more coming to be recognized as necessary supplements to the tools of the handicrafts.

So far, it must be admitted, the response on the part of teachers has not been very general or very enthusiastic when courses of instruction in the use of books are advocated. At first sight this may seem strange. The primary purpose of both school and library is educational and many of the principles on which each line of work is based are equally familiar to teachers and to librarians. Let me instance but a few.

1. Education is a continuous process, started but not concluded in school. This

is generally accepted and correspondence schools, study clubs, and similar activities are recognitions of its truth.

2. The complexity of modern life is lengthening the period of formal school instruction and the rapid rise of new industrial processes and the social problems arising in consequence, make after-school reliance on either past instruction or individual personal experience unsafe.

3. Education is not confined to books but books of the right kind are the best single aid to education.

4. Modern methods of teaching demand the comparative use of books, not reliance on a single text-book. Modern courses of study emphasize this by their lists of references to material for the use of teacher and pupil. In a pamphlet of 40 pages on "The high school course in agriculture," issued by the University of Wisconsin, 17½ pages are devoted to references to suggested reading. Children now study a subject, not a single text-book or series of text-books.

5. The library is the only continuation school really practicable for all the people at all times and for all subjects, and like any other institution, its value increases in proportion to the intelligence shown in its use.

Contrary to a rather hazy though somewhat general impression, there are only a few choice spirits to whom it is given to love books instinctively and to know them intimately without instruction. The multitude, whatever their rank or fortune, handle them more or less all the time without knowing much about them or caring much about them. It is true that a knowledge of books comes more readily to some than to others, but training will do much for even unpromising people who, without training, would be practically helpless. The need of this training was shown very clearly a decade or two ago when the method of teaching changed rather generally from text-book mastery to the so-called laboratory method. There were few more pathetic sights than many of the older teachers, almost totally un-

trained in the comparative use of books which the new method involved, and yet forced to give up their reliance on the catechetical method and memorized text-book which could be kept open by the teacher while the pupil recited.

If the library and the school have so much common doctrine and if both recognize in their precept and their practice the importance of books, it seems obvious that some instruction along this line should be given in the high school and, indeed, much earlier. Again, if pupils are to be taught to use books, it seems equally obvious that the intelligent use of books must first be learned by the teacher. That is, there should be a "library course" in the normal school.

If library and school agree so far as to recognize the need of such a course there still remain several general methods of attempting to get the desired results.

(1) By experiment. This is the customary way; the empirical method or, under certain conditions, the inductive method. "We learn to do by doing" was a pedagogical maxim to conjure with some years ago and it has not yet lost its siren's charm. Teachers are still assuming that pupils will learn to use books well by using them without direction, even though an excess of the experimental method has confessedly failed in other directions. We do not often learn to do things in the best way without some direction nor does mere handling of an object teach us much about it. Infinitely more biology can be learned from two or three angle worms studied in a laboratory than from quarts of them used for fish bait. The *laissez-faire* method and the experimental method without a competent teacher to make it really inductive are both uncertain in result and costly of time and effort.

(2) By sending pupils to the nearest library for all aid outside the text-book and by handing over to the nearest librarian all responsibility for teaching the use of books. Librarians often advocate this method. It is only an application of the specialization which is so common in high

schools and by which each subject has its own teacher who may or may not try to correlate his own work with that of his colleagues. The librarian, who at least ought to know about books, is the logical person to plan courses and to give formal instruction and in any school which can possibly have a librarian who devotes her entire time to the library this is the proper course to follow. It happens, however, that many schools which greatly need such a course have no one but the regular teachers to administer the library and to teach its use. In such an emergency no school faculty is complete without at least one teacher who can show the pupils—and her fellow-teachers, if need be—something of the best methods of using books. Moreover, teachers need to know how to use the books connected with their own courses even if they need do little or nothing in the way of general library work.

(3) A third general method remains: systematic training in regularly scheduled classes in the high school and a systematic course in the normal school for the future teachers of elementary and of high schools. This is the plan generally adopted for other subjects and the failure of the schools to provide in their curricula a place for library training can reasonably be attributed only to the fact that librarians have failed to impress on teachers the necessity for such instruction. There are several reasons for the failure. One of the fundamental principles of successful advertising is that the prospective customer must be convinced that the value of the advertised article exceeds its cost. Perhaps we librarians have not always recognized the value of this principle in our own campaigns. We use our library jargon and speak learnedly of "library methods," and "the library world" as though our work were based on some occult secret (which it is not) and as though we who carry it on were a peculiar people (which we sometimes are), and we plan elaborate courses in "library economy" which would strike terror to the

heart of any teacher, were any teacher interested enough to look at them.

It is well to remember that, as far as its place in the school is concerned, the library must always be an auxiliary, not an independent affair—an auxiliary of the greatest importance which aids all courses but interferes with none. This is what it is in the increasing number of schools in which the use of the library is being successfully taught and whenever teachers are shown that librarians are urging something that is a time-saver, not a time-consumer, and that the course they suggest is not an independent affair but something which, even in its own lessons and problems can be made to bear directly on the daily work of the school, there will not be much trouble in getting periods in which to teach the use of the library. As we too often present the matter, in the form of courses planned with little reference to actual conditions in the school and with problems compiled from our library-school note-books or our training-class notes and not from material selected for its direct relation to the subject matter of any course in the school, we are seemingly asking the teacher to become interested in *our* work, not in a subject that is of importance to teacher as well as to librarian.

No general can plan a successful campaign of invasion without a knowledge of the topography and people of the country to be invaded and no course of study can be successful unless based on sound pedagogy and visibly related to the cultural or vocational need of the persons for whom it is intended. It is also well to remember that in strategy an officer counts for more than a private and that if official recognition is to be secured for any subject, the interest of principals and superintendents, who plan the curricula, is absolutely necessary. Work with subordinate teachers alone will make slow progress.

Another point which we are just beginning to emphasize is the necessity of getting articles in which we desire teachers to be interested, into periodicals in-

tended for teachers instead of confining them to the columns of library periodicals. The advertiser who wants to reach engineers will not send his advertisements exclusively to the "American Journal of Theology."

Although the high school and the normal school are usually mentioned together in discussions on the general subject of library instruction in schools, there should be decided differences both in content and in general purpose between the courses in the two kinds of schools. In the high school, the purpose should be to teach the pupils to use books efficiently in solving problems arising in their individual experiences. The care and management of libraries can legitimately be taught only in so far as such knowledge helps the pupil to use libraries of all kinds more intelligently. There is no need of detailed instruction in technique, though some elements of method are necessary. The use of the catalog must be taught in order to overcome the prejudices of most readers against card catalogs by teaching the youth before he arrives at obstinate and benighted manhood, that red headings, indentions and other conventions of the catalog are as sensible and necessary as black ruling, red ruling and other conventions of day-book and ledger. A little attention also to the theory of the charging system will help later in preventing honest but inaccurate thrusts at "red tape in libraries."

The general characteristics of reference books should be discussed with the meaning and significance of those universal but little known elements of all modern books, the title page, table of contents and index. The growing popularity of bibliographies of all kinds suggests instruction in their make-up and use while the growing importance of periodicals of all kinds shows the need of knowing how to use the general periodical indexes. In all this work there can be and should be the closest relation to the other work of the school course and the various teachers can easily suggest material of direct use to

them which will be quite as interesting and valuable for illustrating the use of the library as set problems compiled exclusively by the librarians. Moreover, such procedure will demonstrate conclusively both to teacher and to pupil the direct value of the library in helping school work to be done better and quicker. Though any teacher can be of help in this way, English, geography, civics and history are particularly good subjects with which to begin this cooperation.

It is doubtful whether the librarian should attempt much formal instruction in book selection in the high school unless it is done with the full knowledge and with the assistance of the other teachers. Otherwise, such instruction will almost inevitably lead to duplication and to conflict with the work regularly given in other courses. Tactful suggestions to teachers on the value of material which they overlook or know nothing about and personal attention to the voluntary reading done by pupils outside the school-room and not connected with the regular work of the school will furnish any school librarian plenty of opportunity for missionary work.

Some description of the anatomy of a book will probably help cultivate a greater respect for books as books and may lessen the tendency to use books badly which is now so prevalent among school children furnished with books paid for by the school board and not directly bought by their parents.

All of this teaching should be very simple. What is perhaps the most successful manual of the present on the subject of teaching the use of books in schools (Ward's *Practical use of books and libraries*), owes its success largely to its attention to the small details which everybody, large and small, is supposed to know but of which nearly everybody is quite ignorant.

No high school course of this kind is complete unless it cultivates friendly relations with the public library and promotes the use of the library after the pupils have left school, by calling on it for aid while

they are still in school. The best school librarians make every possible use of the public library while they are at the same time using to the utmost the resources of their own school libraries.

The amount of time required for such a course as that outlined here and which is substantially the same as dozens of other courses outlined elsewhere, depends considerably on whether any preliminary work of the kind has been given in the lower grades, and, to some extent, on the size and general character of the school's collection of books. Something worth while has been done in five or six lessons, though not much can be done in less than ten or twelve, and the twenty to thirty periods which interested principals have sometimes granted are none too many. The general plan will also depend partly on whether the instruction is all given in one year or throughout the entire high school course.

In the normal school the purpose of the library course should be not only to teach the use of books, but to teach, in addition, the principles of their proper selection and enough of the essentials of library technique to enable the teacher to administer successfully a small school library and to understand the methods used in larger libraries. It should be not only for individual improvement, as in the high school, but designed also to give skill in teaching others how to use the library. It is necessary, of course, to supply any deficiencies in training of the kind that was suggested for the high school, before the administrative side of the work can profitably be taken up.

The technical side of the work, therefore, will be more in evidence in the normal school course. The preparation, adaptation and use of the important records such as the accession book, the shelf-list, the catalog and the charging system are necessary parts of the equipment of any teacher who is likely to be put in charge of a school or class-room library. A study of the most common trade lists and a few typical booksellers' catalogs

with some comment on trade discounts and the purchase of second-hand books will save much time and trouble later when the teacher is expected to advise as to what and where to buy.

Instruction in simple methods of book repair will yield large dividends in the shape of better cared for and longer lived books.

Simplicity and direct relation to school work are the two things to be insisted upon throughout. Though the subjects and, to some extent, the treatment should be the same as that of the library school, there is neither opportunity nor need of the same variety and extent of instruction and practice which should characterize schools for the professional training of librarians, nor should any school which can afford special teachers in other subjects thrust technical library work upon its regular teachers. To the teacher, the library is auxiliary to her main work and insistence on elaborate administrative methods will defeat its purpose.

This instruction in technique should be simple, but it does not follow that a teacher who has learned merely these elements of technique is fitted in turn to give satisfactory instruction to other teachers or even to administer a school library in the best way. To do this a librarian of wide training and experience is necessary, —one whose knowledge of library theory and practice is wide enough to give the perspective necessary to judge what is essential, and intimate enough to determine what adaptations should be made to fit either general library conditions or special contingencies of individual libraries. Efficient simplicity is the result not of ignorance but of trained judgment and the apparent simplicity obtained by reckless or ignorant amputation of library manuals may be worse than none at all. A well managed school must have a well-administered library and a well-administered library implies a competent librarian, not merely the regular presence of a teacher with rather fewer classes and consequently more leisure than her colleagues.

Indeed, though considerable technique has been suggested as advisable, I am very strongly of the opinion that technique, if by this term is meant the processes of keeping library records, should be thrust upon teachers only as a necessity, not as a desirability. In a school so small that one teacher or a very few teachers at most must do all kinds of work, it will be necessary and therefore it must be taught to these teachers. In larger and better equipped schools there is no more reason for teacher-librarians with a mere smattering of library training than there is logic or justice in compelling the teacher of English or of history to be the principal's secretary.

Of even more importance than technique is a careful study of important reference books. Only a small proportion of the books which would be useful can possibly be obtained and it is very important that the teacher be able to use to the utmost such books as the school may possess. The compilation of reading lists and lists of references, whether for the use of the teacher or the guidance of the pupil, implies the use of bibliographies, footnotes and appendixes and a consideration of the bibliographic aids which are so common in modern text-books and so little used by teachers.

Moreover, the teacher must know some of the principles of book selection, must know a fair number of the best aids to book selection and must know where to find and how to use good book reviews. No approved list of library, library commission, or state department of public instruction can take the place of independent knowledge, though these approved lists are indispensable aids.

The proper relations of school and public library certainly must be taught if any closer and more general cooperation of the two is to be brought about. Both teacher and librarian must be parties to such cooperation and each needs to know the point of view of the other.

There is no general agreement as to the amount of time which the normal school

ought to devote to library instruction. In a summary compiled in 1909 by the Newark free public library (Public libraries 14:147), the number of hours devoted to such work in 28 normal schools varied from one lesson to 60. Most of the schools which are recognized as leaders in this work gave about 20 lessons. There is reason to believe that the general situation has not materially changed except that the shorter courses are being lengthened and more normal schools are offering courses in library methods. The small number of lessons in even the good courses makes directness and emphasis on essentials imperative. If all normal school students had been taught to use books before entering the normal school, considerable time which is now used in teaching things which should already be known could be devoted to the methodic and pedagogic side of the subject.

More and more normal schools are putting instruction in library methods on a par with other subjects by giving credits for it. This is only what all ought to do. No normal school is doing its work well if it sends its students out unskilled in the use of the tools of their own trade. A course in the use of books and libraries is no more of a luxury in the general training of any teacher than a gas range and a kitchen sink are luxuries in the equipment of a domestic science department or planes and chisels in a manual training room.

It is not merely altruism that urges librarians to encourage this work. It is highly commendable to increase the good feeling between two members of the so-called "educational trinity," the church, the school and the library, but the benefits to the library will be more direct than mere pleasure in promoting the success of another line of social welfare. To ensure its own permanence, the library must have a reading public in the future as it has in the present and the adult reader of the future is the child of the present. To ensure the further development of the library, not only readers but more readers

are needed and the library will be sure of getting them only when school room and children's room work together, and when not only those who come to the library from choice, but all the children whom the community entrusts to the school are taught in the school the latent power in the books the library offers for their use and are taught by trained teachers how best to make that latent power dynamic.

The discussion of this paper was led by Mr. W. J. Sykes, librarian of the Ottawa public library, and formerly head of the English department of the Collegiate institute of Ottawa, who read a paper prepared by Dr. L. B. Sinclair, dean of the school for teachers, Macdonald college.

MISS MARY E. HALL, librarian of the Girl's high school, Brooklyn, N. Y., read a paper on

#### THE POSSIBILITIES OF THE HIGH SCHOOL LIBRARY

Miss Hall said in part:

To those of us who are interested in the problem of guiding the reading of boys and girls one of the most important recent developments of the modern library movement is the new life which is coming into the high school libraries throughout the country.

The high school library, although an old institution, is just beginning to "find itself" in the library world of to-day. It not only has a right to exist but has possibilities for doing important work in the future which will fully justify its existence. It must serve not only as a great laboratory for the work of all departments in the high school but as an important experiment station for all our work with young people of high school age and aid us in the public library's solution of the problem of helping the thousands of boys and girls who leave grammar school and the children's room and go out into the adult room of the large public library with no one to guide them in their explorations among the books, and no one to take the friendly personal interest in them that the teacher and li-

brarian of the children's room always felt. Through the high school library and the public libraries' young people's department of which we dream, we must undertake to "follow up" the work begun in the children's room and build upon the foundations which librarian and teacher have already laid.

What are some of the revelations which have been made to those of us who reluctantly undertook this work some eight or ten years ago? In the first place we are, as our high school debaters would say "firmly convinced" of the need of a large carefully selected collection of books within the high school building where they may be had at a moment's notice for reference and reading. We are convinced that we were wrong when in our first enthusiasm over the public library we decreed that the high school library should be limited to books of reference and "required" reading, and that all books to be read for the pure joy of reading should be given over to the public library.

For four reasons I would plead to-day for a large, well equipped library in every city high school, a library managed according to modern library methods and in charge of a trained and experienced librarian who shall be the equal of the high school teachers in broad education and thorough professional training. This librarian must be able to win the confidence and friendship of pupils and teachers and to enter sympathetically into the life of the school. This library may be under the control of the Board of Education or a joint undertaking of Board of Education and public library as in Cleveland, Newark, Passaic, Madison, Wis., and Portland, Oregon.

My first reason for this new high school library is found in the aims and ideals of the modern high school. It is no longer content to serve merely as a preparatory school for college. It realizes that for the great majority of pupils it must be a preparation for life. As these four years end their formal school education it must make the most of the time. These four wonder-

ful years of high school age are the time when ideals are being formed, when boys and girls are hero worshippers, and the personal contact with teacher and librarian or the reading of good biography may do marvelous things in moulding character and setting up standards. In aiming for social efficiency the modern high school endeavors to prepare for intelligent citizenship, for interest in and service for the various movements for social betterment.

My second reason for this larger and more efficient library in the high school is the need created by modern methods of teaching. The text book to-day is only a guide,—with its foot-notes and bibliographies it is a vade mecum to the interested student to the best books in school and public library on the subject covered. The efficient teacher to-day uses books, magazines, daily paper, pictures and lantern slides to supplement the text book. Many of these must be at hand in the school building and so classified and cataloged that they are available at short notice. Unexpected questions arise in class discussions and must be settled before the close of the recitation period by a student being delegated to "look it up" in the school library and report to the class while interest is keen. This could not be done in a library even five minutes' walk from the school. There are odd minutes at the close of a recitation when a book from the school library can be borrowed and enough read to make the student eager to finish it. Pictures are wanted to illustrate some topic and are loaned from one classroom to another for every forty minutes of a school day when the teacher finds they help to awaken interest. The whole method of the recitation has changed. "It becomes," says one, "the social clearing house where experiences and ideas are exchanged and new lines of thought and inquiry are set up." One of the most interesting things in the school library work is the use of books and magazines for the three minute talks pupils have to give in English, French, German and Latin as cultivation

in the art of oral expression. They may chose anything that interests them or would interest the class,—some interesting bit of news in the morning's paper, some anecdote about a famous person, an account in the *Survey* of the Camp-fire girls, etc.

The search for material for these three minute talks makes the school library a busy place at times. Students vie with one another to bring to class the most interesting contribution from history, biography, literature, current events, etc. So interested are the students in this kind of library work that some of them began making a rough index of material in newspapers, magazines and books that would be good for such talks. The use of the library depends not so much upon the subject as upon the teacher,—a teacher of mathematics who is a constant reader will get the students to make a better use of the library than the English teacher who prides herself that she has taught Shakespeare's "As you like it" so thoroughly "inch by inch" that her pupils cannot possibly fail in the final examination. The biology teacher whose one cry a few years ago was the need of cultivating the powers of observation now acknowledges that the books in the school library or public library are needed to make the laboratory and field work of greatest value. Even the instructors in the gymnasium feel that books may help. Interesting books such as Mrs. Richards' "Art of living," Dr. Gulick's "Mind and work," Woods Hutchinson's practical talks on the subject of health, etc., are placed on reserve shelves or tables and read by pupils not as "required" reading but because they find them interesting. Students interested in problems in chemistry or in the work of physics come up to the school library for a free study period to look over the books on the library shelves and to read them on the suggestion of the teacher. School library reading is coming more and more to be the result of suggestion rather than compulsion.

History teachers add to the interest of the recitation by suggesting collateral

reading which will appeal to the students, —biography, historical fiction, orations, poetry, and drama are all called into play, attention is called to articles in current periodicals and a wise use of the daily paper is made in order to interest students in history in the making. The history teacher posts on the bulletin board interesting subjects for "special topics," brief oral reports to the class on interesting material outside the text book and students eagerly volunteer to look them up in the library and report to the class. "How did the Romans tell the time of day?" "Describe the daily life of a monk," "Methods of travel in the middle ages," etc. Debates also are an important feature of the history recitation: "Which contributed most to civilization, the Greeks or the Romans?"

In English there has been a great revolution recently. Aside from the interesting work in oral expression already mentioned teachers are beginning to realize that training in the power of expression and the cultivation of taste and appreciation must come from extensive reading of good books, rather than intensive reading of a few. Supplementary reading is no longer an "assignment" of a standard work of literature to be taken as a dose of medicine by the pupil with the comforting assurance of the teacher that it "will do him good." With the best English teachers supplementary reading is really an introduction to the best books in school library and public library, books to be read not for marks but for pleasure with the hope that it may mean a permanent interest in good reading, a wise use of the public library and the building up of home libraries. The supplementary reading list of to-day is a list of many different kinds of interesting books, old and new, which ought to appeal to the average high school boy or girl. There is ample opportunity for each to find something which he will really like and he may take his choice.

The skillful English teacher no longer spoils this reading by requiring an examination as to plot, character develop-



ment, climax, etc. Instead of this dreaded written report which was warranted to dull the interest in the most exciting novel as it haunted the reader all the way through the book the recitation is occasionally given up to an informal talk about the books the pupils have read and enjoyed—very much such a book symposium as we librarians delight in. The enthusiasm of a pupil in his report on a book will create an immediate demand for it. "I want that book you talked about in class, it must be a dandy one," the librarian hears one student say to another as they browse at noon among the books of fiction. In the more intensive study of the masterpieces of English literature the best English teachers make the study one of training in appreciation and not an "exercise in mental gymnastics" or a process of vivisection. They realize with Burroughs that "if you tear a thing all into bits you haven't the thing itself any more." They have the pupils read other works for comparison,—the *Alcestis* and *Medea* and compare them with some of Shakespeare's plays they have been studying. If reading *Lycidas*, then *Theocritus*, Shelley's *Adonais*, Arnold's *Thyrsis* are read and discussed. In studying Burke, orations by Lord Chatham and Mansfield are read and compared. Students find in this comparative work a great delight and in this work as well as in the debates which English teachers encourage some of them surprise us with their powers of discrimination and their deep thinking. All of this calls for the use of many kinds of books in school and public library.

My third plea for a school library is in the needs of individual students for a guidance in their reading which can be better given by the librarian in the school library than in the busy public library. The school librarian has the teacher always close at hand and can know the problems of these teachers in their work with pupils. Through attendance at the teachers' meeting she can keep in close touch with the school's methods of work and its ideals. She can unify the library

work which the school is urging upon the pupils as twenty branch librarians working with groups of these same students cannot do. She comes to know each of these hundreds or thousands of pupils better even than some of the teachers in these large schools who have them in their classes for only six months or a year while she has them in the library every day for four years and comes in close personal touch with them. She knows them through their parents, their teachers, and their friends and can sometimes find the point of contact which certain teachers have failed to find. We must make the school library do for the pupils what the little home library used to do for many of us. In these days of apartment houses and tenements, when families move about so constantly there is little chance for the home library.

My fourth plea for a library within the high school building is that it is absolutely necessary as a connecting link between the high school and public library in our large cities. Wonderful things may be accomplished by the high school librarian, who believes the most important work of the school library is preparation for the best use of the public library and who encourages the use of the public library through all the four years. She can be an excellent "go between" not only for pupils who do not use the public library, but between public library and principals and teachers who have no idea what it can do for them. She can enlighten them on the functions of this institution of the people,—show them how much more it is than what they suppose it to be, "a collection of fiction for those too poor to buy their own books." She can enlighten teachers as to the necessity for giving the reference librarian due notice when material is to be needed by classes on a special topic, and the need for ascertaining whether there really is any available material before requiring reports from students on impossible subjects. She can bring about a personal acquaintance of high school teachers and librarians in

public libraries and invite the library workers in public libraries to conferences with teachers in the school library.

She can take a census of each entering class at high school and find how many are not using the public library and why. Such a census shows usually 30% who have no library cards. Some have their cards taken from them by parents when they enter high school lest they read so many books it interferes with their studies. This is a frequent occurrence. In other cases a heavy fine has made a drain upon the purse of some poor mother and she has vowed that not one of her children should have a card in the public library. Many of this 30% have never cared enough for books to have a card in the public library. The librarian who finds these conditions early in the term explains to parents by personal notes and interviews that library cards in the public library will be an absolute necessity for high school work. Students who have never had cards are urged to apply for them at once and they are sent to just the right person in the public library who will take an interest in them, often a personal note of introduction being given to the pupil to make that first visit to the public library easy and pleasant.

In addition to the possibilities in high school library work already mentioned the librarian has opportunities for doing many things not possible or not done so easily in the public library.

#### 1. Creating the right attitude towards the library reading called for by the modern high school.

The old time school library was not a pleasant place. She can introduce public library methods,—an attractive room, plants, pictures, bulletin board, etc. Let them feel an atmosphere of friendliness from the start and bring in the spirit of joy rather than stern duty by making the first visit a delight. An informal "library reception" to each entering class or to groups of 40 or more as they enter the school until all have had this meeting with the librarian, makes a good start.

Here the students are shown the beautiful illustrated books, pictures, etc., and librarian and pupils talk over the books they have read and liked. Teacher and librarian call attention to books they may like to read during free study periods and pupils are made to feel that the library reading is one of the pleasures of high school life.

#### 2. The study period.

This has marvelous opportunities for the librarian. Here, every 40 minutes come from 60 to 100 pupils, filling every available seat. Many come for definite reference work, special topics, required reading,—many just to spend a free period in browsing. In our best high school libraries there is as little red tape as possible, even "library passes" being dispensed with at times. Pupils are free to use books as they choose. They crowd around the library bulletin boards for suggestions as to good books to read, interesting magazine articles, a glimpse of the day's news as it had been clipped by seniors and posted in the form of a "model newspaper" under heading, "Foreign affairs, National, State, City, Art, Civic and social betterment, etc." The bulletin boards call attention to special art exhibits in the city, to musical opportunities in the way of opera and concerts, etc. Teachers in the various departments make the department bulletin boards in the library a constant means of awakening interest. The French department posts post cards showing views of places, mentioned in their reading. Latin teachers post reading lists on life in the time of Cicero, and pictures of Pompeian houses, furniture, cooking utensils, etc., to make the life real. Often at the close of a study period if all are through their regular work the librarian gives an informal three minute talk on some interesting thing on the bulletin boards, urges the reading of some poem or essay or new book of biography, such as Mary Antin, calls attention to some unusually good magazine article, or to some good edition of a book to buy and own,—Hugh Thomson's illustrated *Silas Marner* in the Cran-

ford series, *Pride and Prejudice in Everyman's series*, library binding, as a good edition to take out into the country for summer reading.

### 3. Instruction in use of books.

In the school library far better than by sending classes out to the public library definite and systematic instruction can be given by librarian on the uses of books. A regular schedule for this work is prepared by principal or head of English department and lessons, lectures, quizzes and problems are given by teacher or librarian as a part of the school work. By working in this close touch with teachers, problems will relate directly to their every day class work.

### 4. The library as a social center.

Here the librarian in the school finds boundless opportunities not possible in public library work. Parents' receptions are held in the evenings in the large and beautiful library room and the librarian acts as hostess. Here come rich and poor of all nationalities,—learned and unlearned and the librarian meets them all, talk over with them, the boys and girls, shows them what the library tries to do for them and goes over the parents' problems with those who read too much or those who are reading trash,—and last but not least those who do not like to read. The librarian suggests good books and good editions for parents to buy and the number of note books and pencils at work show how eager many are for this help—they delight in the beautiful illustrated books almost as much as the boys and girls.

The noon hour offers great possibilities to the school librarian. Here she is "at home" to all students who want to talk about books. Around her desk is held a daily "book symposium." Absolute freedom and frankness is encouraged. She is aided in her recommendations by the pupils' own comments of approval and their word goes farther with a doubting soul than any word of hers. If a pupil returns a book with "I don't like it," the librarian tries to find where the trouble

was. If it was the first page or chapter which seemed uninteresting she points out the place just ahead where it begins to be most interesting, gets a student nearby who read and liked the book to tell just enough to show the doubting pupil what he is missing by not reading it. Or, if on talking with the pupil it seems he would not like that particular book she assures him it is nothing to be ashamed of if one does not like all great books,—that we have to grow up to some, that some may never be interesting to us while absorbingly interesting to others. The personal equation has to be considered.

Library reading clubs are a great power for influencing the reading of high school pupils. It is the age of clubs and organizations. In the books the pupils choose while browsing the librarian finds a point of contact and by the reading clubs can direct the voluntary reading. Interests unsuspected by teachers are revealed to the school librarian. An interest in art by a pupil thought hopeless in mathematics and physics and only a fair student in other things. The librarian in the school has expert aid in this club work. For the library reading club on art she selects the most inspiring and sympathetic art teacher on the faculty. For those who are reading Darwin and Spencer and Huxley, the finest teacher in biology who thoroughly knows the literature and can make the reading mean much. For those interested in civic and social questions, clubs for discussion and debate are formed with English and history teachers for advisers, but all center in the school library and meet there after school. After school, also where the library is large or there are two rooms, students may stay to study,—tenement homes and apartments are often difficult places for quiet work. For our own school a biography reading club has been a great success, the students reading interesting biographies of famous women, Alice Freeman Palmer, Carla Wenckebach, Jane Addams, Florence Nightingale, etc. Also lives of great explorers, artists, musicians, statesmen, etc.

### 5. Vocational guidance.

This is coming to mean great possibilities. If the librarian is sympathetic and has won the hearts of the students they will come naturally to her as a source of information on what a boy or girl can do to earn a living. It is a serious problem to the high school pupil,—often there is no one at home to help. The librarian must be ready with books, pamphlets, clippings to lay before the student the many possibilities in choosing a vocation. The books on these subjects are the most popular books in the library of a large boys high school. Catalogs of technical and trade schools, etc., should be on file for reference for students desiring to plan special courses in high school to meet their entrance requirements. Where there is a committee of teachers on vocational direction the librarian can be of great service in aiding in collections of books, magazines and pamphlet material.

These possibilities of the high school library make it a most tempting field for any one interested in work with the older boys and girls. The librarian has the opportunity of making the school library: (1) A great working laboratory for all departments which will meet their needs for reference and serve to stimulate interest or awaken interest in the work of class room or laboratory. (2) A preparatory school for the best use of college or public library by training students in the use of a library during the four years in school. (3) Compensation to the students for the lack of a home library. Carefully selected, largely a collection of the best books on the subjects which high school pupils would be interested in and containing all the really great things in the world's literature it affords a browsing place which should mean that inspiring and stimulating contact with books which many have felt in their home libraries, and it should mean also that personal guidance of the reading of the individual which in more fortunate homes parents give to their children. And perhaps quite as important as any other is the possi-

bility of opening up to the high school students and teachers the great resources of the public library. The success of the high school library of the future will depend largely upon its relation to the public library. We are just at the beginning of things to-day in this matter of co-operation and shall probably see important developments along this line during the next five years.

Mr. Gilbert O. Ward, supervisor of high school branches, Cleveland public library, led the discussion on Miss Hall's paper. He said in part:

High school pupils after all are a very small proportion of the school community. Why should a public library put an expensive assistant into a high school, where, after all, the actual numbers affected are small? One answer is this: High school students like college students, though in a less degree, are a chosen few. They are in a position to become naturally leaders in the community. And it seems to me that public libraries which have the chance to establish high school branches should consider the possibilities of the indirect influence on the community as well as the direct influence on the limited number of high school students.

In considering now the relation between high school library and public library, let us first sum up the needs of the high school, the points in which the public library fails to meet the situation, and the points in which the independent high school library is liable to failure:

The high school needs:

1. Books, freely duplicated, including general reference books, books relating to school work and selected general reading adapted to the abilities and appreciation of high school students.

2. A trained librarian.

The progressive high school needs these in the building as it needs a chemical laboratory in the building. There is no better reason for making a student go to the public library for an ordinary bit of class work, than for sending him to the Y. M. C. A. for his gymnasium work.

The public library falls with the high schools as follows:

1. It generally lacks official standing in the school plan, hence it has to work with the individual teacher or principal as chance offers.

2. Teachers are often too indifferent, careless, or overpressed by work to come to the public library.

3. Visits to the public library for reference work, inside or outside of school hours, takes up pupils' time, even if the school is convenient to the public library. This difficulty gets worse as reference work increases.

4. Library instruction should cover a number of periods, and if given in the public library, the necessary number of visits deranges schedules, wastes time and raises questions of discipline.

5. The public library is sometimes unable or unwilling to duplicate books freely enough to meet school needs.

6. The public library is not on the spot to answer instant needs.

The independent high school library meets peculiar difficulties and dangers in fulfilling its duty. It is right to say here that the highest point of development in high school libraries has, to the best of my knowledge, been reached in certain high schools in which the library has no connection with the public library, but where it is managed by a well-paid, trained and experienced librarian. Generally speaking, however, especially in the case of high schools which do not employ a trained librarian, I think I may say that the independent high school library at present is likely to be narrow in scope, badly administered, self centered and neglectful of co-operation with the public library, and hampered by red tape getting books promptly through boards of education.

Neither school library nor public library, it seems to me, can alone meet high school needs. The school library needs the public library because of the broadening influence of the usually larger institution. It needs the resources of the usually

larger collection. It can often benefit by suggestion and aid in administrative details, especially when in untrained hands.

The public library needs the school library, among other reasons, to bring it into closer contact with the school system officially. The public library, it seems to me, should require the high school librarian to attend its regular staff meetings if she be a public library official or invite her to attend them if she is not. The high school librarian in many cases attends school faculty meetings, and by regularly attending public library staff meetings she can intelligently interpret school to public library and vice versa. The public library needs the high school library so as to get earlier and more certain information of books needed for class use, for the purpose of reserving in the public library or of concentrating them in the school library. Six copies of a title concentrated at call in the high school library and lent from there for short loans, prevent a few students from monopolizing books, and so do much more satisfactory work than twice the number lent from the public library in the usual way. In general, the public library by working through the high school library should work more effectively by meeting the school on its own ground.

It is pretty clear, I think, that the school library and the public library need each other. The questions remaining are: What kind of co-operation is most effective? How can that co-operation be brought about?

I doubt if there is a universal answer for either question. I think that local conditions will have to be studied in each case, and under local conditions I include the school situation, the public library situation, personalities, local politics, etc.

Miss Hall has found a satisfactory answer for the library controlled by the school. The solution which has come under my observation is the administration of the school library by the public library, with a division between school and public library, of the expense.

This plan in one form or another is now being tried with the high school libraries in five cities—Cleveland, O.; Madison, Wis.; Newark, N. J.; Passaic, N. J.; and Portland, Ore. This includes eleven libraries actually in operation, and five others in contemplation. The plan has also been adopted, I am informed, by a number of towns in New Jersey.

In bringing about co-operation, the first step is to make a careful, thorough study of conditions, not forgetting the questions, "What is the attitude of the principal?" and, "Which can pay the higher salary—public library or high school?"

The results under any plan, may we add, depend on the high school librarian. She should have a college education to put her on a par with the teaching staff. She must be adaptable. She must have solid book knowledge, especially of English and his-

tory. She must be able to manage a room full of students without fuss or strain. A raw high school graduate with a smattering of technique will not do.

Finally, whatever the public library's part in the scheme of co-operation, the public library must be willing to view the subject from the school side, and be willing to adapt its methods to school needs.

A short business session of the active members of the session followed this meeting. Upon recommendation of the Nominating Committee the following officers were elected: Chairman, Miss Effie L. Power, supervisor of children's work, St. Louis public library; vice-chairman, Miss Alice Goddard, head of children's department, Washington County free library, Hagerstown, Md., and secretary, Miss Hannah M. Lawrence, children's librarian, Buffalo public library.

## COLLEGE AND REFERENCE SECTION

### FIRST SESSION

(Friday, June 28, 8:15 p. m.)

The first session of the College and Reference section was held on the evening of June 28, in the banquet room of the Chautau Laurier, about 75 people being present. In the absence of Dr. A. S. Root, chairman of the section, and Miss Irene Warren, secretary, the meeting was called to order by Mr. P. L. Windsor, who had at the request of Dr. Root and of Mr. Utley, arranged the program; Mr. S. J. Brandenburg acted as secretary.

Mr. THEODORE W. KOCH, librarian of the University of Michigan, read the first paper entitled

### SOME PHASES OF THE ADMINISTRATIVE HISTORY OF COLLEGE AND UNIVERSITY LIBRARIES\*

The development of college and university libraries has been so rapid during the past score of years that it may be worth

while to turn back for a moment and collect a few illustrations of early ideas of library management from the history of the older universities. The most interesting ones for this purpose are those of Oxford and Cambridge, Harvard, Yale and Columbia universities.

The Bodleian in its reorganized form was opened in 1602 with a stock of two thousand five hundred volumes—a fairly large collection for those days. It had been established in Duke Humphrey's day in a suite of rooms over the Divinity School "far removed" as the old university records put it, "from any worldly noise." The first rules for the government of the library were drafted by Bodley himself. While in general they were wise ones, they reflected the spirit of the times in which they were written. Sir Thomas objected to the inclusion of belles lettres as beneath the dignity of the institution he was fostering. "I can see no good reason," said he, "to alter my rule for excluding such books as *Almanacks*, *Plays*, and an infinite number that

\*Abridged from an address delivered before the New York State Library School and the University of Michigan Summer Library School.

are daily printed of very unworthy matters. Haply some plays may be worthy the keeping—but hardly one in forty. . . . This is my opinion, wherein if I err I shall err with infinite others; and the more I think upon it, the more it doth distaste me that such kinds of books should be vouchsafed room in so noble a library." Scholars were required to leave a deposit in cash as a pledge of good faith when borrowing books, but the deposit was usually a mere trifle compared with the value of the loan. Unscrupulous borrowers willingly forfeited the money and kept the manuscripts. Some volumes were stolen, while others were entered in the catalog as "missing," a distinction with perhaps very little difference. Tradition says that Polidore Virgil had stolen so many books that the authorities were finally compelled to deny him access to the library, whereupon he promptly obtained from Henry VIII a special license to borrow whatever manuscripts he desired and the librarian had to bow to the ruling of the King.

In a manuscript copy of the works of St. Augustine and St. Ambrose in the Bodleian, is written, "This book belongs to St. Mary of Robert's Bridge: Whosoever steals it, or sells it, or takes it away from this house in any way, or injures it, let him be anathema-maranatha." Underneath another hand has written, "I, John, Bishop of Exeter, do not know where the said house is: I did not steal this book, but got it lawfully."

At one time folios in the Bodleian were chained to the shelves but the custom was given up and the chains sold for old iron in 1769. That the arrangements at the Bodleian were viewed with favor by library benefactors can be seen from a letter which the worthy John Hollis of London, second founder of Harvard College library, sent to the authorities at Cambridge in 1735: "You want seats to sit and read in and chains to your valuable books like our Bodleian library or Zion College in London. You let your books be taken at pleasure to men's

houses and many are lost, your boyish students take them to their chambers and tear out pictures and maps to adorn their walls."

Gibbon in his autobiography has commented upon the sloth of 18th century Oxford and its absolute indifference to study. The records of the Bodleian substantiate the low point to which the intellectual life of the university had ebbed. The registers of books borrowed for the decade 1730-1740 show that only rarely were more than one or two books asked for in a day. In some cases a whole week is passed over without a single entry being made. The indifference throughout the university showed itself in the management of the library. For 92 years, that is, from 1768-1860, the Bodleian was so unfortunate as to be in the hands of only two men, the Reverend John Price, of Jesus College, who died in his eightieth year, and Dr. Bulkeley Bandinel, his son-in-law, who lived to be even a year older than his predecessor. As an illustration of Price's ideas of librarianship we have it noted by Professor Beddoes that "he discouraged readers by neglect and incivility, was very careless in regard to the value or condition of the books he purchased, and had little knowledge of foreign publications." When Captain Cook's Voyages were first published there was quite a demand for the work. Librarian Price promptly loaned it to the Rector of Lincoln College, telling him that the longer he kept it out the better, for as long as it was known to be in the library he would be perpetually plagued by inquiries after it. Price has been compared to the verger who sorrowfully complained that people were continually invading his church and "praying all over the place." However, it must in justice be said that Price's correspondence as printed by John Nichols in his "Illustrations of the literary history of the 18th century," shows him to have been helpful to some of the scholars of his day.

Bodleian's librarians in the eighteenth century were mostly clerks in holy or-

ders and it was not uncommon for them to fail to open the library at all on a Saturday if they were "taking duty in the country," on the following day. There is preserved in the Bodleian a scrap of paper which an angry scholar affixed to the door of the library in 1806 when he found it closed contrary to the statutes. On it were these words in Greek: "Woe unto you who have taken away the key of knowledge! Ye enter not yourself and hinder those who come."

How striking is the difference between the lax administration of the 18th century and that of the 20th can be seen by a study of the Bodleian staff-kalendar, an annual of over 400 pages in which are listed day by day the special duties of various members of the staff, with all sorts of suggestions for the improvement of the service.

King George III in his famous interview with Dr. Johnson asked whether there were better libraries at Oxford or at Cambridge. The sage replied that he believed the Bodleian was larger than any library they had at Cambridge, at the same time adding, "I hope whether we have more books or not than they have at Cambridge we shall make as good use of them as they do,"—a reply which I always like to associate with the remark of Dr. Cogswell: "I would as soon tell you how many tons the Astor Library weighs, as how many volumes it contains."

While the university library at Cambridge has never been the recipient of such large and rich donations as has the Bodleian, it is today one of the best stocked university libraries in the world. Its first benefactor was Thomas Scott of Rotherham, archbishop of York, who not only gave 200 books and manuscripts, but also the first library building. Despite other benefactions the collection appeared "but mean" in the eyes of John Evelyn when he visited it in 1654.

Among the earliest gifts to one of the college libraries at Cambridge there are some volumes which raise curious questions. According to Dr. Montague R.

James, the provost of King's College, Cambridge, one book has the Bury bookmark and evidently came from that source; another belonged to the canons of Hereford, another to Worcester, and another to Durham. How and under what conditions did the early collegiate and monastic bodies part with these? "Was there not very probably an extensive system of sale of duplicates? I prefer this notion," writes Dr. James, "to the idea that they got rid of their books indiscriminately, because the study of monastic catalogs shows quite plainly that the number of duplicates in any considerable library was very large. On the other hand it is clear that books often got out of the old libraries into the hands of quite unauthorized persons: so that there was probably both fair and foul play in the matter."

The most famous librarian of Cambridge University library was Henry Bradshaw, who not only left a strong impress upon the paleographers and historians of his day, but did much for librarianship by his contributions to bibliography and his work on the printed catalogs issued by the Cambridge University library. He believed in making the library as accessible as possible to those who were entitled to its use. The watchwords of his administration were "liberty and discretion," liberty for the people to go freely about the whole library, examining and borrowing such books as they liked, and discretion on the part of the administration in putting such extremely moderate restrictions upon this freedom that the security of its most precious books were safeguarded and the presence of the books most constantly needed for reference was assured without undue interference with freedom of access to the shelves or the borrowing of books from the library.

His management of the university library was not in all respects satisfactory, due mostly to the fact that the staff was very inadequate to the task of the attempted reclassification of the large collection of books, and also to the crowded



condition of the building. Bradshaw did not have a marked capacity for working through subordinates. "He could not," said one of his assistants, "bring himself to allow any one to answer letters for him." He used to carry large numbers of unanswered letters in his coat pockets and would sometimes take them out and show them with a certain mischievous glee and say in his droll way, "I am too wicked. What shall I do?" No one knew this falling better than himself. He once remarked to Thomas Buchanan Read, who wanted some information from him, "You had better come and get what you can by word of mouth. I offend lots of my friends by not answering their letters, or by losing them like yours." One friend, to whom he had long promised a visit and who could not get a definite answer to his invitations, sent Bradshaw two post cards on one of which was written "Yes," and on the other "No," asking him to post one or the other. Bradshaw promptly posted both, although by the next mail he wrote to say that he would come,—and he kept his promise.

Bradshaw used to say that whenever he was asked to send back an interesting book he "suffered from a chronic paralysis of the will and could not return it until the fit had passed away." In matters of routine business he was, however, seldom behind time and his library accounts were always accurately kept. He was very strict about the observance of the library rules and could never tolerate seeing books mishandled. Dr. Zupitza, a great friend and admirer of Bradshaw, tells how one day he was making notes in ink from the famous manuscript of Bede's "Ecclesiastical history," in the Cambridge University Library when Bradshaw happened to notice him. "You Germans have no reverence," said the librarian as he rushed at the ink bottle and carried it away. A manuscript of that character was not to be approached with anything more dangerous than a lead pencil.

Bradshaw had no personal ambition and was only too eager to give away such

information as he possessed. He put his vast store of knowledge at the disposal of his large group of friends and their books were all the better for his bibliographical zeal. He himself left comparatively little finished work. "My province," he once wrote, "is to give help on certain details which most people don't care about."

Before leaving Oxford and Cambridge, a word must be said about the individual college libraries. Many of these date from the 15th century when it was the exception rather than the rule for university students to own books. Books were rented from both booksellers and tutors. The college libraries then, as today, did not have enough copies of textbooks to go around. The statutes of St. Mary's College, Oxford, dating from 1446, forbade a scholar the continual use of a book in the library for more than one hour or at most two hours, for fear that others wanting the book might be hindered from the use of it. Most of the two score colleges of Oxford and Cambridge have their own libraries, many of them filled to overflowing with precious manuscripts and old authors. While the manuscripts, like those of Corpus Christi, naturally attract scholars from all over the world, the libraries are now comparatively little used by the students of the universities themselves. This is not surprising when it is known that to some of them no books have been added for a century or more. There is no union depository catalog in a central place showing what these libraries contain and very little correlation, although there has been some specialization, as in the dramatic collection at Trinity College, Cambridge, or the modern history at Merton College, Oxford.

Several years ago when I visited the Bodleian Library, I was shown around the portion known as "Duke Humphrey's library," and when I admired the old parchment bound volumes in the alcoves my guide remarked sententiously: "These books were on these shelves when the Pilgrims sailed for America." That re-

mark points to an essential difference between many of the old world libraries and those of this country. The museum feature which is so strong in the administration of some of the European libraries is much less prominent in those of the United States.

Illustrations of university library history in this country naturally begin with Harvard. The library there was begun on the death of its first benefactor in 1638 with his bequest of 320 volumes. The Mathers were among the largest collectors of books in their day in New England but few of their possessions passed into the college collection, most of the Mather library having been destroyed in 1775 during the battle of Bunker Hill. About the close of the 17th century Cotton Mather said of the Harvard College Library that while it was "far from a Vatican or Bodleian dimension" he considered it the "best furnished that can be shown anywhere in the American regions." The fire of 1763 which destroyed the first Harvard Hall destroyed also the entire college library, housed in an upper room, with the exception of one volume: Downe's "Christian Warfare," which was out in circulation at the time. "May Harvard Library," wrote John Barnard of Marblehead, "rise out of its ashes with new life and vigor, and be durable as the sun, tho' the building is a nuisance." This contemptuous sounding phrase, intended to describe the ruined building, can again almost be justified in connection with the overcrowded and outgrown structure of today. The first general catalog of the library, printed in 1790, containing 350 pages, devotes 100 pages to theological tracts, 50 to religious books,  $3\frac{1}{2}$  to Bibles,  $\frac{1}{4}$  of a page to periodicals, 4 to books of travel, and ten to Greek and Latin authors—all of which shows how closely the college had held to its original purpose as a training school for the ministry.

There was practically no change in the curriculum at Harvard College during the first two centuries of its existence. The old classical course as pursued by our

forefathers required comparatively few books. With the introduction of such studies as modern history and languages, the sciences and economics, came the demand for access to many books, both old and new.

That books were regarded as a first essential in the establishment of colleges in the New World is shown not only by the terms of John Harvard's will, which bequeathed one-half of his estate and all his library "towards the erecting of a college," but also by the picturesque founding of Yale College. Eleven ministers met in New Haven in 1700 agreeing to form a college. Each member brought a number of books and presented them to the body, and laying them on the table said these words, or to this effect: "I give these books for the founding of a college in this colony." Then the trustees as a body took possession of them and appointed the Rev. Mr. Russel of Branford as keeper of the library, which at that time consisted of about 40 folio volumes. The library with the additions which came in was kept at Branford for nearly three years, and was then carried to Killingworth. In 1765 the library had grown to 4,000 volumes, showing a growth of only 60 volumes a year through two generations.

Other American university libraries showed equally modest beginnings. In a letter from President Manning to Dr. Llewellyn, 1752, is found the following reference to the early efforts made on behalf of the library of Brown University: "At present we have but about 250 volumes and these not well chosen, being such as our friends could best spare," a statement which was equally true of many other college libraries of that period.

The vicissitudes of American university libraries in their early years would seem to have been enough to discourage any but the stoutest hearted librarian. Thus the King's College buildings in New York having been required by the British for a military hospital, the books were deposited in the City Hall or elsewhere. Three

years later some 600 or 700 volumes were found in a room in St. Paul's Chapel. How they got there is a mystery, but they were all that remained of the nucleus of what is today the Columbia University Library. Mr. John Pintard, the founder of the New York Historical Society used to say that he remembered seeing the British soldiers carry away the books from the college library in their knapsacks and barter them for grog. Horace Walpole in his *Memoirs* sneers at the Prince of Wales, afterwards George III, for presenting a collection of books to an American college during the Revolutionary War, and says that, instead of books, his Royal Highness ought to have sent arms and ammunition.

In his report as secretary of the Smithsonian Institution for 1850, Prof. C. C. Jewett wrote: "Our colleges are mostly eleemosynary institutions. Their libraries are frequently the chance aggregation of the gifts of charity; too many of them discarded, as well-nigh worthless, from the shelves of donors. (But) among them are some very important collections, chosen with care and competent learning, purchased with economy and guarded with prudence."

In 1850 Marshall College at Mercersburg, Pa., reported that "the college library is distributed among the professors—each professor having charge of those books pertaining to his department." Until comparatively recent years the periodicals subscribed to by one of our western state universities were sent direct to the homes of the professors interested and whether they were brought to the library later for binding depended upon the whim of the professor.

One of the striking contrasts between the college library of today and that of the middle of the last century is shown by a comparison of the hours of opening. The Chinese character for "library" means "a place for hiding books," and if some members of the present day faculties think there is still justification for this pictograph, what would they say of the

apology for a library which their predecessors had to contend with? In 1850 the libraries at Amherst and Trinity, for example, were open once a week from 1 to 3 p. m., at Princeton one hour twice a week, at the University of Missouri one hour every two weeks. At the University of Alabama there was a rule that "the books shall ordinarily be received at the door, without admitting the applicant into the library room." Harvard with its 28 hours of opening per week was as usual in the vanguard of progress, but contrast even those liberal hours with present day schedules of 89 hours and even more per week and you see that there has been considerable progress along this line.

"A quarter of a century ago the library in most of our institutions," said the late President Harper in an address delivered in 1894, "even the oldest, was scarcely large enough, if one were to estimate values, to deserve the name of library. So far as it had location, it was the place to which the professor was accustomed to make his way occasionally, the student almost never. It was open for consultation during perhaps one hour a day for three days a week. The better class of students, it was understood, had no time for reading. It was only the 'ne'er do well,' the man with little interest in the class-room text-book, who could find time for general reading. Such reading was a distraction, and a proposition that one might profit by consulting other books which bore upon the subject or subjects treated in the text-book would have been scouted. All such work was thought to be distracting. The addition of one hundred volumes in a single year was something noteworthy. The place, seldom frequented, was some out-of-the-way room which could serve no other use. The librarian—there was none. Why should there have been? Any officer of the institution could perform the needed service without greatly increasing the burden of his official duties."

That the college library of the middle of the last century was little more than

a storehouse for books, in which the undergraduate had very little interest, is amply substantiated by the reminiscences of older graduates. "To those of us who graduated thirty, or forty, or more years ago," said the late William Frederick Poole, "books, outside of text-books used, had no part in our education. They were never quoted, recommended, or mentioned by instructors in the class-room. As I remember it, Yale College library might as well have been in Wetherfield, or Bridgeport, as in New Haven, so far as the students in those days were concerned."

In the old days at Columbia College, freshmen and sophomores were allowed to visit the library only once a month to gaze at the backs of books; the juniors were taken there once a week by a tutor who gave verbal information about the contents of the books, but only seniors were permitted to open the precious volumes, which they could draw from the library during one hour on Wednesday afternoons. In 1853, the salary of the librarian of Columbia was raised to three hundred dollars! Professor Brander Matthews, who graduated from Columbia in 1871, says that the library was at that time small and inconvenient and that he never entered it to read a book and never drew one from it during all the time he was an undergraduate.

The rules of the old days forbade the use of any lights in the Harvard Library, "excepting only when the librarian is obliged to seal official letters with wax he may with proper precautions use a lighted taper for that purpose." This recalls an entry in the diary of John Langdon Sibley, who records spending "four hours with a lantern and cloak in the chilly cellar" where he found many books and pamphlets not in the College Library."

Mr. Sibley, who spent 36 years in the service of the Harvard Library, has frequently been pictured as typical of the old style collector and custodian of books. The story is told of his having once completed an inventory of the library and,

when seen crossing the yard with a particularly happy smile, was asked the reason for this pleased expression. "All the books are in excepting two," said he. "Agassiz has those and I am going after them." Exaggerated as this picture of him undoubtedly is, it must be said that he did lay much more emphasis upon the collecting and preservation of books than upon their use.

His successor, Justin Winsor, was the author of the remark which has come to be regarded as one of the truisms of modern librarianship: "A book is never so useful as when it is in use."

In his second annual report (1879) Mr. Winsor thus summed up his idea of library management: "Diligent administration, considerate forbearance, care that no rule is enforced for the sake of mere outward uniformity, and the establishment of reciprocal confidence between the government and the users of the library, open the way to many relaxations of old established prohibitions, which could not be safely allowed if a less conciliatory spirit prevailed. There should be no bar to the use of books, but the rights of others; and it is to the credit of the mass of library users that, when a librarian manifests that single purpose, he can safely be liberal in the discharge of his trust."

Mr. Winsor had an exceptional faculty for organization and administration. For some time after he left the service of the Boston Public Library it was hardly noticeable that there was no librarian. This was due to the fine organization which Mr. Winsor had effected and did not prove, as Alderman O'Brien of Boston argued, that Mr. Winsor's services could easily be dispensed with. He found time for writing history during the years of his librarianship at Boston and at Harvard because he knew how to administer. No doubt in his later years the historian in him overshadowed the librarian.

The salient feature of Mr. Winsor's administration of the Harvard College Library lay in the fact that he extended very materially the use of books by students.

He instituted the system of "reserved" books by which the instructor is enabled to have gathered in an accessible place the reading which he required of his classes, —a device absolutely essential in the new method of teaching which substitutes the reading of authorities for the old time study of text-books.

And what as to the buildings in which these libraries are housed? The earlier ones like those of Harvard and Yale, were suggestive of Gothic chapels, while the later ones, like Michigan, Illinois and Cornell, are based upon an ecclesiastical motif, and have the questionable addition of a clock tower, the usual accompanying chimes helping to break into the quiet which it is so desirable to maintain in any library. Harvard's Gore Hall was an attenuated copy of the chapel of St. John's College, Cambridge, England, and necessarily ill adapted to the needs of a library. It was poorly lighted, poorly ventilated, hard to warm in winter, damp in parts during the spring and autumn. There were no private rooms, no working room, no conversation room, and no reading room worthy of the name. The only saving thing about the management was that the advice of old John Hollis was not followed and both students and professors were allowed to draw books for use in their rooms and homes.

In some cases where the library building has been presented as a gift or as a memorial, trouble has arisen from the proverbial difficulty about examining too closely into the lines of the proposed gift. Notable illustrations of this are found in the libraries of Columbia University, the University of Pennsylvania and the late but not lamented library of Leland Stanford University. The Columbia University Library, the gift of ex-President Low in memory of his father, was designed by McKim, Mead & White after the plan of the head of the firm, the late Mr. Charles F. McKim. Some of you may be familiar with the story of the visitor to Mr. McKim's studio asking how he was getting on with the plans for the new library. "Oh, every-

thing is going lovely," said he. "You see there on the wall the outline of the facade and the layout of the building. I have worked up all the details of the reading room and the large dome—but I don't know where to put the darned books."

"Today," wrote President Harper, "the chief building in the college, the building in which is taken the most pride, is the library. With the stack for storage purposes, the reading room for reference books, the offices for delivery, the rooms for seminary purposes, it is the center of educational activity. The staff of assistants is often larger than the entire faculty of the same institution thirty years ago."

The importance of the university library in the educational work of the institution is being recognized more fully each year. "Much of the usefulness and attractiveness of the university for its students," said President Eliot in his annual report for 1905-06, "depends on the size of the library, on the promptness with which it obtains the newest interesting books, and on the efficiency and liberality of its administration. Any need of the library is therefore a need of the whole university."

The second paper was then read by Mr. WILLARD AUSTEN, assistant librarian of Cornell University. His paper, an abstract of which follows, was entitled

#### RIGHTS OF THE USERS OF A COLLEGE AND UNIVERSITY LIBRARY AND HOW TO PRESERVE THEM

The problem of administering a college or university library with due regard to the rights of all the users is far from simple. A college or university community is not a democracy, where all have equal rights. The natural division into two great classes, the mature teacher and the immature student is the first apparent cause for the modification of privileges. The need of materials for teaching as opposed to the needs of the student suggests other modifications. The need for books of research at home or in the laboratory that may also be wanted for general read-

ing, introduces a third factor that may disturb any set of rules that may be framed.

Any reader should be allowed to use any book in the library when and where it is most convenient to do so, so far as this can be done and preserve the rights of other users and preserve valuable materials not easily replaced for future generations of users. The ability to shift any book from the place where it is little needed to the place where it is much needed, at a moment's notice, is the ideal.

Users may be roughly grouped as follows:

1. Instructors of all grades, those whose need for books is primarily for teaching.
2. Those doing research work, which class may include teachers, graduate and undergraduate students.
3. Students needing books for collateral reading.
4. General readers of all classes, and all persons are general readers when not reading for a definite purpose, but for general culture.

Obviously the rights of all these classes are not of equal importance.

To outline the means of protecting their rights, it is necessary to classify users by certain of their characteristics which bear no relation to the groups named above. First, the conscientious worker who, while using many books, never retains one beyond his real need for it, and who constantly bears in mind the possible need that others may have for a book he is using. Library rules are not made for such. The next and most difficult class to deal with are those who want to gather about them all the books they can conveniently lay hands on, with the thought that they will "come handy some day." A large class, running down to the lowest ranks of college students, comprise those who think they must have all the material on a subject at hand at one time. Another class, largely college students, is made up of those selfish persons who, having a task, ride rough shod, if necessary, over the rights of others in doing it. Then there is the small class that can

be designated by no other names than thieves and vandals, those who steal books, and cut out text or illustrations.

An adequate code of rules and regulations should be drawn up, care being taken that all rules should be made for the sole purpose of preserving rights and property. Of first importance are the regulations for getting books back into the library. A time limit of one month on all books not in use for instruction or research has been fairly successful. All bound volumes of periodicals may be limited to two weeks or one month. A limit may be put on the number of volumes a user may have out at any one time. A requirement that all books must come back to the library, once a year, regardless of the use being made of them, will keep in the library many books that have been left lying around after being used.

Within the library the problem of making all books available for use when needed is not a simple one. Reserve collections, and the recall of books when needed are familiar practices; but when the demand for a book is very great, its use by one person may be limited to one-half or one hour as the case may call for. The failure to return a reserved book when due interferes seriously with others' rights. In these cases students must be made to respect the rights of others, even at the cost of losing their own privileges which is often a more effective discipline than a money fine. The library shares with other departments of the college or university the duty of teaching student a due regard for the rights of others. The problem of detecting the few thieves and vandals who curse all used libraries, may require professional advice. Few seem to be brought to justice, in spite of all efforts.

Whatever measures are employed to protect the users' rights and the library property, they must have their foundation in a system of classification and notation that clearly indicates in every record the character of the book and its relation to other material in the library; and in a system of record of use that tells not only where a

book is when out, how long it has been out, and who is responsible for it, but also tells the life history of that book from the time it comes into the library until it is worn out.

After the discussion of Mr. Austen's paper, Mr. F. K. W. DRURY, assistant librarian of the University of Illinois, presented a paper on

#### DO WE NEED A SHORT STORY INDEX?

Is not this the day of the index? Have we not Poole, the Reader's Guide, the Portrait and the Engineering Indexes, Granger's Index to Poetry and Recitations, and the Index to Victrola Records? What Granger is to poetry, may we not compile for the short-story? For if this is the day of the index, is it any less that of the short-story?

If we agree to omit fairy stories and folk tales and most juveniles what is the extent of short story literature? In a very brief survey of the field did I not find 404 English and American authors and 37 foreign authors in English translation whose stories have attained book form?

Let us credit each author with ten titles and we have at once 4,400 stories worthy of recognition. And these do not include the vast horde of stories—literally thousands—that have appeared and are appearing monthly, weekly, yea even daily, in the magazines of the hour.

How recent then shall we make our list? Shall we anticipate the Get-rich-quick Wallingford tale announced for next month? Where shall we draw our line?

How inclusive shall our list be made? Shall the Saturday Evening Post and the two Sunday magazines be indexed? Or shall we stay within the circle of the Readers' Guide and the Magazine subject index? How many of the newstand best sellers shall be admitted? Mr. Wyer shows us the million circulation figures of the Woman's World, Comfort, the Vickery and Hill list of three (Happy Hours, Hearth and Home, and Good Stories), yet

these are not taken by our libraries and if indexed could be consulted with difficulty. Where shall we draw this line?

Again, how far abroad shall we go? Shall the short-stories in foreign tongues fraternize with their English cousins? Or shall they be aliens and only admitted when really anglicized? Do we need an index? Let us test our present resources. How do you find in which volume of Kipling is printed "Thrawn Janet" or his "Man who would be king?" How many copies of "The necklace" can you supply? Granger tells you it is in Cody's "World's greatest short stories" and your catalog may show it in De Maupassant's works, or his "Odd number." But how would you find out that this classic is also in "Little French masterpieces," in Esenwein's book on the short story, and probably in several other places.

Somebody comes in and asks for "Napoleon Jackson" and you do not find it in the volumes you have by Ruth McEnery Stuart. Perhaps it is loaned out. Would not such an index show that this story appeared in the Century for January, 1902, under the title "The gentleman of the plush rocker"?

Vainly have I searched through catalogs and bibliographies and even biographies to find in which book of stories by "Adirondack" Murray may be found "A busted ex-Texan." The book itself must be in hand to find this information. Try to search down a particular title by Stockton, or Bret Harte and you will soon despair.

Have we not then three distinct classes of publications which can be indexed with profit?

(a) Collected stories of authors, of whom we have listed at least 4,400.

(b) Periodical sets, which Poole indexed by titles only, but since 1900 the Readers' Guide has by both author and title.

(c) Collections of stories, of which 73 at least are available today.

Can we not characterize or classify our short-story by some such terms as those used in the Philadelphia free library

Catalog of Prose Fiction, published in 1904?

Have you ever been disappointed in reading a story? Have you not often wished to know if it were a "good" one or "worth while" before you began it? Indeed, have you not often refrained from reading one for fear of wasting your time?

How can we tell about these short stories? Are they good or bad? Detective or amorous? Psychological or mysterious?

Have you ever seen a short story reviewed? Have you any way of knowing? Must we read every one to find out?

Some may be characterized from the author. The Sherlock Holmes series are obviously detective stories. We can be pretty sure of Ambrose Bierce and Edgar Allan Poe. So stories in Harper's have a general tone quite characteristic.

Here at once is a most important and a most difficult part of such an index. Is not the value of Granger immensely increased by the topical index? Are we not laboring patiently to classify our novels by subjects? Why not also the short-story?

We may now ask ourselves: What would be the scope of the entries? For discussion, we suggest:

1. Author list; giving author, title, number of words, location, character.
2. Title index.
3. Subject or character index.

You will readily see the elements of a dictionary catalog here, and it is debatable whether to separate the entries in the three groups as above, or to alphabetize them together. Shall we double star the 100 best and star the 500 next?

Are not these questions too perplexing, is not the labor of compilation too arduous, and is not life too short for the reading and classifying all these titles, for one person to attempt this task alone? It has seemed so. Hence this question mark rampant, hence this interrogational presentation, hence this request for co-operation. Without the subject characterization one man could do it, but would

not one of the most valuable features be omitted?

With definite assignments, under an editor-in-chief, is not this index possible? Is it not needed?

In the discussion it was brought out that the Chicago public library had made a list of fairy tales, that the Cleveland public library had begun a list of short stories not in periodicals, and that titles of stories frequently occur in reference lists on subjects like, for example, Hallowe'en.

After a discussion of Mr. Drury's paper, Mr. ROBERT KENDALL SHAW, librarian of the Worcester (Mass.) free public library, spoke on the subject

#### IS THE ESTABLISHMENT OF A CENTRAL REFERENCE BUREAU DESIRABLE?\*

This subject has been so fully treated in recent years, notably by Mr. Lane in an address at Oberlin college in June, 1908, and in several reports of the Association of college librarians, that only an outline will be attempted here.

A natural preliminary inquiry presents itself: Is reference work in all its phases adequately performed already? With a well trained library staff, whose work may be supplemented by the inter-library loan; by writing letters; by the use of the priceless though incessant telephone; or by seeking the aid of some such bureau of inquiry as that of Thos. Nelson's Sons, The Boston Transcript, The New York Times or Notes and Queries, are we keeping our public satisfied, and the voice of conscience still?

If not, and if the question of creating some central agency for auxiliary reference service is to be discussed, shall this central agency take the form of a central lending library, with its permanent building, book reservoir and staff to administer it, or of a central reference bureau, which will receive all kinds of inquiries, and answer them, as far as possible, by consultation in libraries already existing, or in other institutions which may possess the desired information?

\*Abstract.



That a central lending library, equipped and maintained under the auspices of the A. L. A. is today or even tomorrow impracticable, can scarcely be denied by intelligent librarians. The writer believes that no adequate endowment could be secured; that if any funds were obtained for this purpose, years would be required to build up a useful collection; that such a collection would, to a great extent, duplicate existing material; that running expenses would be far greater than for an information bureau, and that there are, in short, other more pressing needs.

If a central reference bureau is to be established, what form shall it take? Shall it be attached to some institution already in operation or exist independently? The latter seems preferable, as it could then maintain a consistent policy, unhampered by political or other undesirable influences; proceed unhampered with singleness of aim and method; be governed by persons disinterested and none others; and restrict its collections exclusively to the purposes which its founders intended it to pursue.

Where should such an agency be established? At some library center like Boston, New York, Philadelphia or St. Louis? At A. L. A. headquarters? At the Library of Congress or under the auspices of some active state library commission? The two institutions specifically mentioned are already doing a large work in this direction.

The duties and opportunities of this bureau would be: to collect and coordinate the public-service records of American libraries and cognate institutions (e. g. supply information on special collections, subject bibliographies, reading lists, etc.); by questionnaires, visits and in other ways obtain supplementary information along these and similar lines; to get results printed and disseminated; to furnish definite information on lending conditions now obtaining in American libraries, and, when possible, to improve them; and to serve as a free registration and employment agency for librarians

and library assistants. Although this last suggestion has not been proposed, to the writer's knowledge in earlier schemes, its importance as a practical measure, is obvious. To the large body of faithful and efficient workers who have not enjoyed the benefits of a library school training such an agency would render signal service.

The unfortunate but frequently recurring repetition of reference research would, in large measure, be prevented if librarians were enabled to derive prompt assistance, in case of knotty problems, from a competent central agency. Their duty to dispatch to this agency solutions to such questions of probably common interest as they had themselves discovered, would be equally obvious.

The trend of library thought in the thinking world today is toward centralization and coordination of effort; witness the sense of the Brussels conference of 1910 that central information bureaus should be established in all countries of progressive library spirit; the success and practical value of the gigantic *Gesammtkatalog*; and the expected benefits from the youthful Boston cooperative information bureau.

That American librarians are looking toward a fuller development of inter-library loans, and away from a central reference bureau, is the consensus of the recent (1910, March and May) symposium conducted by the *Library Journal*. Our duty now is, by sympathy, interest and contribution, to forward the work of the Library of Congress and the A. L. A. headquarters, and to make our own lending conditions the most generous in our power.

Mr. C. H. Gould, chairman of the committee on co-ordination, stated that the subject just presented had a close relation to several matters before his committee, and gave a résumé of their report submitted in print to a general session of the conference.

Dr. Andrews, as a member of the Committee, added that in his opinion photo-

graphic reproductions might prove a satisfactory substitute for many inter-library loans. The installation of a cameragraph in the John Crerar library had proved of much more use than had been anticipated, not only in regard to the number of copies made, but also in regard to the scope of the material thus copied. It had been found in many cases that these photographic reproductions could be furnished for less than the cost of transportation of the volume, and that besides they gave a permanent record to the borrower. The only obvious limitation was the impossibility of reproducing copy-right material.

After further discussion, the chairman asked Dr. W. K. Jewett, librarian of the University of Nebraska, to serve as chairman of the nominating committee and to select two others to serve with him. The session then adjourned.

## SECOND SESSION

(Monday, July 1, 2:30 p. m.)

The second session was held Monday afternoon, July 1, in the ballroom. The first paper was by Mr. J. C. M. HANSON, associate director of libraries, University of Chicago, and was read in his absence by Mr. M. G. Wyer, librarian of the State University of Iowa. The paper follows.

### SOME OBSERVATIONS ON THE DEPARTMENTAL LIBRARY PROBLEM IN UNIVERSITIES, WITH SPECIAL REFERENCE TO THE UNIVERSITY OF CHICAGO

#### List of references

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- Reference, seminary, and departmental libraries at Cornell university, by W. Austen. *Library journal*, vol. 18, 1893, p. 181-183.
- Function of a university library, by H. L. Koopman. *Library journal* vol. 19, 1894, p. 24-30 of Conference Report.
- The departmental libraries of the University of Chicago, by Z. A. Dixon. *Library journal* vol. 20, 1895, p. 375-377.
- Notes on the government and control of college libraries, by G. W. Harria. *Library journal* vol. 22, 1897, p. 55-57 of Conference Report.
- Relation of seminary and departmental libraries to the general university library, by George H. Baker. *Library journal* vol. 23, 1898, p. 103-106 of Conference Report.
- First Report of W. C. Lane, librarian of Harvard university, 1898, p. 2-5. Compare also his 5th Report, p. 215.
- The Problems of the departmental system in university libraries, by W. W. Bishop. *Library journal* vol. 26, 1901, p. 14-18.
- Report of College and reference section, 1902. *Library journal* vol. 27, p. 172-178 of Conference Report.
- Relation of the departmental or group libraries to the main library, by Dr. E. D. Burton. *Library journal* vol. 28, 1903, p. 19-23 of Conference Report.
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- The future university library, by B. Ranel. *Nation* vol. 84, March 21, 1907, p. 263.
- The university branch library, by W. Austen. *Library journal* vol. 28, 1908, p. 220-222.
- Plea for the central library, by J. Bascom. *Educational review*, vol. 38, Sept. 1909, p. 139-149.
- Departmental libraries, by F. C. Hicks. *Columbia university quarterly*, vol. 13, March, 1911, p. 185-195.
- Departmental libraries in universities and colleges, by Henry E. Bliss. *Educational review*, April, 1912, p. 387-409.
- Ueber die Bibliotheken der Preussischen Universitätsinstitute, von Dr. Naetebus. *Zentralblatt für Bibliothekswesen*, vol. 23, 1906, p. 341-367.
- Allgemeine Grundsätze für die Vermehrung der Preussischen Staatsbibliotheken, von W. Erman. *Zentralblatt für Bibliothekswesen*, vol. 25, 1908, p. 429-433.

Bemerkungen zu dem Ermanschen Entwurf "Allgemeine Grundsätze für die Vermehrung der Preussischen Staatsbibliotheken," von J. Franke. Zentralblatt für Bibliothekswesen, vol. 26, 1909, p. 12-22.

Für die Seminarbibliotheken, von F. Behrend. Zentralblatt für Bibliothekswesen, vol. 26, 1909, p. 23-25.

Erläuterung und Begründung der Allgemeinen Grundsätze für die Vermehrung der Preussischen Staatsbibliotheken, von W. Erman. Zentralblatt für Bibliothekswesen, vol. 26, 1909, p. 97-121.

Universitätsbibliothek und Institutsbibliotheken, von Karl Bücher, 1910.

Zentralization der Bibliotheken, von Hugo Zimmer. Zentralblatt für Bibliothekswesen, 28. Jahrg. 1911, p. 446-469.

The pros and cons of the departmental system have been summarized in several of the articles mentioned above. In his annual report as librarian of Harvard college for 1898 Mr. Lane calls attention, on the one hand to the more convenient use of books in a small collection, and in case of scientific subjects, the possibility of having the books in or near the laboratory. On the other hand he emphasizes the increased difficulty of consultation on the part of persons not immediately connected with the department, less careful supervision, increase in expense of administration, less security from fire, lack of that reinforcement which every department of a general library receives from all related departments, tendency to narrowness, and growth of special collections beyond a convenient size.

On September 28, 1900, Professor E. D. Burton, the present director of the libraries of the University of Chicago, and Professor H. P. Judson, now president of the university, presented before the faculty briefs for and against the following proposition: That a limit should be placed in the near future to the development of the departmental library system. The affirmative urged that it was for the advantage of the departments whose interests and relationships are widespread,

notably of philosophy, history, political economy, political science, and sociology, that all the library resources of the university should be gathered in one building and brought under one administration and catalog system. The convenience of scholars coming from a distance demanded concentration also facilitated the practical administration of the libraries. As departments grew and the number of books increased, the departmental library system became unwieldy.

In the negative the following advantages of the departmental system were emphasized: The importance of close connection with the classrooms, especially the seminar rooms. For the departments which have laboratories the retention of the libraries in connection with the laboratories was indispensable. Granting the importance of serving the convenience of visiting investigators, their convenience must always be subordinated to that of the large number of students and professors of the university. Practically all the valuable results of concentration could be secured by a catalog of all the departments in the general library and a system of underground book railways and telephone communication.

The latest summary which has come to my attention is one by Mr. Hicks in the Columbia university quarterly for March, 1911.

There is little that can be added to the arguments presented in these statements. Perhaps the following points in favor of the departmental system might be emphasized:

(1) Books in the same room with the reader and free access to them is a great inducement to study. It increases the use of books, makes it easier for the investigator to consult books in use by others, and also to consult with colleagues in regard to questions which arise during the investigation. The student feels more at home, less subject to inspection and observation by officials. This adds to the pleasure which he may take in his work and to the feeling of personal respon-

sibility for the collection of books with which he is working.

(2) The ability of a departmental library to make collections of minor publications in the line of its special investigation to an extent difficult or even impossible for the general library may also be conceded.

Against the system more emphasis should be placed on the following:

(1) As Mr. Lane points out segregation of books in departments tends to narrowness. While seminary methods of instruction should lead the student to avail himself of the entire resources of the university library, the departmental system as carried out in many universities tempts him to limit his investigations to the departmental library. The narrowing influence of this must be obvious to those who have observed how various subjects and classes overlap and intertwine, how material of importance is found in unexpected places, in general collections, transactions and proceedings of societies and institutions, government reports, and encyclopedic works, not in the departmental library, the loss therefore of that reinforcement which each department should receive from all other related departments.

(2) The use of the departmental library is often limited to students of a particular department. It becomes difficult therefore for others to gain access. If admitted, they are hampered by special rules and arrangements unfamiliar to them. Books are as a rule not allowed to circulate and their withdrawal for use in connection with other related works becomes difficult.

(3) Many valuable books of reference which cannot well be duplicated are placed beyond the reach of the majority of students and professors.

(4) It increases the liability to loss, because when there are many departmental libraries open many hours a day it becomes practically impossible to provide in all of them adequate supervision at all times.

(5) The growth of the departmental libraries beyond a convenient size and the incidental disadvantages of inadequate shelf space, disorder, lack of accommodation for students, the relegation of less used books to garrets and cellars.

6. To provide fairly complete catalogs, author, title, and subject, for a large library is becoming more and more difficult as the collections increase in size. To provide these catalogs also for a number of departments, or to furnish copies of the sections likely to interest a given department, would require an expenditure of time and money quite beyond the means of any university, and entirely out of proportion to the advantages to be gained therefrom. The absence of satisfactory catalogs in departmental libraries will therefore have to be reckoned with and must be emphasized as one of the most serious disadvantages of the system.

I realize that no argument is likely to change the conviction of certain professors and departments, that the departmental system is the only one which merits consideration, or the view on the other hand of other professors and students, perhaps also the librarian, that a strong general library with small working collections in the departments, largely duplicating books in the general library, is in the interest of the great majority and offers the only reasonable solution. It may, nevertheless, be convenient to have at hand a summary of the question with references to the literature on the subject, especially if governing bodies should be called upon to regulate the issue as has been the case in Italy and Prussia.

The development of the departmental problem in university libraries dates back to about 1870. While a great many seminar collections, especially in Germany, were started prior to that year, they had not as yet reached a size which called for funds, special administration, or space, to a degree sufficient to embarrass the general library and the university.

It may have its interest to give a brief outline of the development of the system

in Prussia. It should prove suggestive as furnishing a parallel to our own situation.

In his "Eine Reise durch die Grösseren Bibliotheken Italiens,"\* Dziatzko speaks of the Italian government regulations of 1885-1889 governing the relation of the departmental libraries to the general university library. The Italian regulations specified among other points the following:

Departmental collections are to be considered as part of the university library. The library commission of the university is to superintend the departmental libraries through the director of the university library. Second copies of books already in the university are to be purchased only in case of the most pressing necessity, and periodicals are not to be duplicated. Books are to be transferred from one library to another according to definite agreement. Books are to be accessioned in the university library and to be entered in its author catalog and stamped with the university library stamp. The approval of book appropriations on the part of the ministry depends on compliance with these regulations. The library commission had apportioned the annual book appropriations as follows: six-tenths to departmental libraries, laboratories, clinics, collections, etc., four-tenths to the general library.

Whether the Prussian ministerial regulations adopted soon after were based on the Italian is not known; but the similarity of the problem has undoubtedly led to considerable uniformity in the measures adopted.

It was in 1891 that the situation in the Prussian universities had reached a point where some government intervention seemed called for in order to regulate the relations between the university libraries and the so-called *Institutsbibliotheken*. The regulations formulated (printed in the *Zentralblatt für Bibliothekswesen*, 1897) specified in part as follows: De-

partmental libraries cannot dispose of their books; when no longer needed they are to be turned over to the university library. They are reference libraries and no books can be loaned except by order of the university council, or at Berlin which has no council, by the ministry. All students of the university are admitted to the use of the departmental libraries. The university library shall make an author catalog of the books in the departments, one copy for the departmental library, the other for the union catalog in the general library. The university library can loan books to the departmental library for a semester, provided they can be spared.

While the government passed the regulations it neglected to provide sufficient appropriations to carry them out, the result being that the union catalog referred to was begun at only two universities, Berlin and Bonn, and at the former lack of help soon caused a considerable accumulation of arrears. The experience gained showed that, an indication in the catalog of the general library, that a given book can be found in a department is of little value. The general library has not on that account been able to dispense with the purchase of a copy, the distance to the departmental library and the difficulty of securing access making it necessary to duplicate. Occasionally a student has been referred to a departmental library, but it has not happened frequently enough to warrant the extra expenditure, or the duplication of catalogs. It has on the other hand proved of great assistance to the departmental library, and in Bonn its continuance is strongly urged by the departments. The same holds true of Berlin, although instances have been recorded where a department has refused to accept the catalog prepared by the general library.

In other respects the departments have neglected to follow the regulations. It has been said, for instance, that instead of turning duplicates over to the university library certain departments have dis-

\*Beiträge zur Theorie und Praxis des Buch- und Bibliothekswesens. Sammlung Bibliothekswissenschaftlicher Arbeiten. 6. heft. p. 106-109.

posed of them through exchange or have sold them outright to book dealers.

In his report before the *Versammlung Deutscher Bibliothekare*, 1896, Dr. Naetebus gives an excellent survey of the departmental libraries of the Prussian universities, reporting in all on 367 different collections. A perusal of his report and of the discussion which followed shows that the problem in Prussia is in most respects similar to our own.

In the *Zentralblatt für Bibliothekswesen*, 1909, p. 103, et seq., Dr. Erman criticizes the regulations of 1891 for not specifying or providing means for enforcing them. Incidentally hesays with reference to the development of the departmental libraries, that while the original plan had been to make the books most urgently needed by students in seminars and laboratories more convenient of access than was possible in the overworked and overcrowded university libraries, various circumstances had cooperated towards gradually making these collections more comprehensive than they were intended to be, to include in fact almost all the literature in a given field or in related and overlapping fields of knowledge, thus making the departmental libraries quite independent of the university library. While the original plan had seemed to furnish welcome relief to the university libraries, its recent extension had threatened seriously to cripple them.

It was perhaps the lack of funds on the part of the university libraries which had caused the difficulty in the first place. The departments finding that certain expensive books could not be obtained through the university library began to purchase them for their own use. As the funds of the departments were too small to permit of extensive purchases, every effort was made to increase them by special and extra appropriations, this being so much the easier as the directors of the departments were frequently the most influential and powerful men in the faculties, and funds which otherwise would have fallen to the university library were thus diverted to

the departments, extending the size and scope of their working collections far beyond the bounds originally intended.

Dr. Erman states that many professors have according to his own experience sought to secure practically all new accessions of value for the departmental library, leaving for the general library only the books seldom or never asked for. To discontinue the university library altogether and divide its collections among the departments would seem a far simpler and more logical plan, and there should be no hesitation in considering its realization provided there seemed any hope that forty departmental libraries would replace the university library and perform its functions in a satisfactory manner. Unfortunately, such a solution seems out of the question. It would prove disastrous to the university in various ways. There would be lost to it the one department alike common to all members of the faculty and to the student body. Very few work in so narrow a field that they would be served by consulting only one of the departmental libraries. The younger instructors and students who might not have any department, would be at a great disadvantage. If the university libraries were ever discontinued Dr. Erman thinks that there would soon arise an irresistible demand for their restoration. He also thinks that the increase in the administrative expense resulting from a departmental system would be so great as to be practically prohibitive.

In Germany as with us, the desirability of some *modus vivendi* by which university libraries and the departments could be made to work in harmony and mutually assist one another, has repeatedly been emphasized. As it is, the professor to whom a general library was once a vital question, but who has now at hand a well equipped departmental collection, is likely to lose all interest in the former and devote himself entirely to the development of the latter. Here in America the separation may not as yet have reached the point where, as in a case cited by Dr. Er-

man, a professor on being elected to the library council said to him that this was the first intimation he had had of the existence of a university library. At the same time, we have here and there evidence of a strong drift in this direction, particularly so in universities where the departmental system has been most fully developed.

Another eminent German librarian who touches on this problem is Dr. Milkau. In *Kultur der Gegenwart*, Abt. 1, p. 579, he states that in certain universities the total appropriation of all departmental libraries sometimes equals or even exceeds that of the general library. Originally intended as collections of reference books to be used in connection with instruction, they have gradually grown to considerable size, so that their supervision and regulation is year by year becoming more difficult. Dr. Milkau would not abolish the departmental libraries; on the contrary he freely grants their great value and superiority in some respects to the university library. There must, however, be co-operation between the departmental libraries one with another, and with the university library. Purchase of sets and expensive books must not be decided upon regardless of what is already in the university. Each department must limit itself strictly to its own particular field and omit all works not urgently needed, or of some permanent value. He offers as a remedy for the problem the following: To limit the size of the departmental collection, setting a maximum number of volumes not to be exceeded, a cure which seems a little too radical to find favor with all parties concerned.

In the discussion on the report of Dr. Naetebus referred to above, Dr. Gerhard, of Halle, insisted that the only way to secure relief would be through radical measures on the part of the government, viz., to cut down the departmental appropriations to a point where they would be forced to restrict purchases to the books most urgently needed for use in connection with instruction, the appropriations

thus saved to be turned over to the university library. Dr. Roth, of Halle, complained of the lack of system in the development of the departmental libraries due to the frequent change of directors. He, however, considered the power of departments to secure books through gift and exchange an important and valuable factor, one not to be underestimated. Dr. Erman, Breslau, agreed with Dr. Gerhard and stated that there must be a readjustment of the funds appropriated for the purchase of books for the university and departmental libraries. There could be no complaint with the development of large and comprehensive collections in the departments, if at the same time the university libraries received enough to secure at least a small part of the books needed to keep their collections up to date. There would never have been so large a development of the departmental libraries if the university libraries had been in a position to answer the demands made on them. As it is, when an expensive book is wanted and the university library has not the funds to secure it, there immediately appear from two to three copies in as many departmental libraries, while there is no copy in the university library. The situation which results is intolerable. If in Breslau instead of 31,000 marks a year for the university library and 31,000 for the departmental libraries, the former had 40,000 and the latter 20,000, it would mean an immense improvement for all concerned.

Dr. Geiger, Tübingen, and Dr. Frankfurter of Vienna, reported that essentially the same or even a worse state of affairs exists in Wurtemberg and in Austria.

The radical measures recommended by Dr. Gerhard and others were not approved by Dr. Naetebus, especially on account of the ability of departmental libraries to secure gifts and exchanges not within the reach of the university library.

Since this discussion took place I understand that the book funds of the Prussian university libraries have been materially

increased, thus somewhat relieving the situation. After this brief survey of the conditions existing in certain European universities it may be of interest to turn to one of the two American universities in which the building up of departmental collections has preceded the development of a strong general library.

#### Departmental Libraries at the University of Chicago

The extraordinary development of the departmental library system at the University of Chicago is due largely to a number of causes and conditions, many of them accidental and peculiar to the university. The main reason was probably the lack of a general library worthy of the name; also the fact that some of the strongest men on the faculty favored the departmental system.

In the president's report (Decennial Publications, first series, 1903, vol. 1, p. 266-290) is found an "Outline history of the legislation of university bodies on the question of departmental libraries and their relation to the general library." The first sentence reads: "The system of departmental libraries for research work, supplementing the general library of the university, dates from the organization of the university itself." This would indicate that the departmental libraries were considered supplementary to the general library. However this may have been at the outset, later developments show that the general library has been so entirely outstripped and overshadowed by the departmental collections that in 1910, at any rate, when the writer had his first opportunity to observe conditions at close hand, the general library was found to consist of some 75,000 volumes of odds and ends, a mere conglomerate which would have been of little service, except for the fact that it was the only collection on the campus from which books could be drawn somewhat freely and to which undergraduates had general access. Appropriations for books amounted to \$25,265, of which the general library had only \$1550; the departmental libraries, \$23,715. (See

above, Dr. Gerhart's complaint about the situation at Halle, 31,000 marks for the general library, 31,000 for the departments).

While the original plan had no doubt intended that departments should abstain from ordering books of interest to several departments, that books of general interest therefore should be purchased only by the general library, the latter was unfortunately prevented by lack of funds and equipment from meeting these demands, the inevitable result being that the departments soon ceased to look to the general library and ordered for their own use any book to which a professor might have occasion to refer in his courses, regardless of whether it was in the general library or in another departmental library. Whether in placing orders he was intruding on the domains of a related department may or may not have been considered. At any rate books on exactly the same subject are now found in a number of departmental libraries, editions of the same book are separated and there is duplication of copies to an extent hitherto unheard of, as far as I know, in any university library.

That the president and faculty have been aware of the situation and have tried to find a solution, of that there is evidence enough.

Mr. Bishop in his articles in the Library journal, vol. 28, has given a survey of the discussion which took place at the University of Chicago in 1898-1901. A full report is found in the Decennial Publications, first series vol. 1 quoted above, and in the University record vol. 5. It has been referred to also by Mr. Henry E. Bliss in his recent article in the Educational review, April 1912.

The solution attempted, perhaps the only one possible at the time, consisted in a grouping of related departmental collections. The following group libraries were formally approved by the library board in 1899: Classical, Modern Languages, and Historical. In 1900 the university senate approved the general plan that all departments having laboratories should re-



tain their libraries in the same building with the laboratory, those not having laboratories should as a rule be transferred to the general library building when one was erected. I have already referred to the briefs presented by Dr. Burton and Dr. Judson in October, 1900, on the proposition that a limit should be put in the near future to the development of the departmental library system. The University Congress after discussing them adopted two resolutions: (1) That it is the judgment of this body that the departmental library system should be retained. (2) That a committee of three for each of the several groups of departments recognized by the Board of libraries, laboratories and museums be appointed, the committee to consider and to recommend, respecting the group represented, what is best for it and the university in general. The report of this committee appeared in the University record Nov. 9 and 16, 1900. These reports from the different groups and departments are of interest in showing the sentiment in the various departments of the teaching body. They were briefly as follows: Of the Classical Department five favored the departmental system, two a general library. The Modern Language group was unanimous in favor of centralization. The Haskell group (Divinity School, Semitics, and Comparative Religion) proposed the maintenance of branch libraries of books likely to be in constant use by students in connection with the ordinary class work to be kept in the lecture hall building, that no books should be permanently assigned to these branch libraries of which there was not another copy in the general library. The Historical group held to the departmental library system, but was not so particular about the control of the libraries. Like the Divinity School, it preferred locating the departmental collection in one building with the general library and related departmental libraries. The Philosophical group recognized the great value of location of related departments in the same building, but held

strongly to departmental control of the library and free access of students to books in which they are interested. If these two things could be granted, they would advocate a single building for all departments. The Mathematical group was con-committal, it emphasized however that Astronomy and Mathematics must be kept together and that books in these libraries are used almost exclusively by students of the two departments named.\* The Biology group recommended that upon erection of a suitable library building a separate room be assigned to the Biology library. That arrangements be made for telephone communication and speedy transfer of books to laboratories, that special books and periodicals needed by the department for constant use be kept in each laboratory building as a branch of the departmental library, that books in such branch libraries be rendered easily accessible at all hours, and that provision for adequate supervision of these branch libraries be considered an indispensable preliminary to their establishment. The Chemical group wished the Chemical library to be retained in Kent Chemical Laboratory, but preferred to see the proceedings of academies and journals of general scientific interest kept in the general library, also that a reference shelf containing books of interest to those who are taking undergraduate work in chemistry be maintained in the general reading room of the general library, and that special books needed for consultation in connection with laboratory work be kept in the laboratory. Physics considered the departmental library as indispensable to the department. The Geology group reported most unqualifiedly in favor of departmental or group libraries that should embrace essentially all the literature pertaining to the group so far as practical considerations would permit. The full statement of this group deserves to be read. It is a most emphatic defense of the departmental system. The statement of

\*NOTE—Later on Mathematics decided that their library must be kept in the Mathematical building.

the Modern Language group and of Professor Hendrickson of the Classical group contain the strongest statements on the other side of the question.

On November 4, 1900, these reports were referred by the library board to a committee of three, one of whom was the Associate Librarian, Mrs. Dixon. The committee reported on March 16, 1901 (see University record March 22, 1901) in favor of maintaining the departmental system, but recommended the centralization as far as possible at one point in a central building of the administration of the libraries, and of the books of the university not in use in the departments. After much discussion of the report and a later modification of it, it was decided to refer the matter to a commission consisting of professors and trustees appointed for the purpose of making a thorough study of the entire problem. The outcome of the work of this commission was a decision to place in buildings connecting with the general library the following departmental or group libraries: Philosophy, History and Social Sciences, Classics, Modern Languages, Oriental Languages, the Divinity School, the Law School. That further, the departmental libraries of Chemistry, Physics, Geology, and the Biological sciences, be retained in the department buildings of these departments, it being understood that these departments may place such books as they desire in the general library building. The library of Mathematics and Astronomy should be associated with the library of Physics.

Time will not permit any detailed consideration of the report of the commission. It was approved by the Congregation, August 28th, 1902, and adopted by the Board of trustees September 12th of the same year. It is the plan laid down in this report that has in the main been followed in the location and erection of the Harper Memorial library, dedicated on June 11, 1912, and which it is also proposed to follow in the separate buildings to be provided for the Historical Group, Philoso-

phy, Modern Languages and Classics. When completed this plan will bring the Humanities, with the exception of Geography into buildings adjoining the General Library, connected with it or with one another by bridges.

Since the adoption of the report nearly ten years have elapsed during which there has been some progress in the direction of centralization, at any rate of management and control of libraries. A somewhat uniform system of rules and regulations was adopted in 1911. In the same year a common system of catalogs and classification was finally approved.

The catalogs will include:

- (1) A dictionary catalog for the public in the general library, duplicated in part in the catalog department (Official catalog).
- (2) Classed catalog for the public in the general library, duplicated in part in the catalog department (Shelf-list on cards).
- (3) Author catalog and shelf-list on cards for the departmental libraries located in buildings not connecting with the general library.
- (4) Author catalog only for departmental libraries located in the general library, or in buildings connecting with it.

N. B. Catalogs in the departmental libraries will not according to the present plan include analyticals or other added entries which may be provided in the dictionary and classed catalogs of the general library.

Even with the limitations here indicated the catalog plan as outlined may seem a little ambitious and likely to prove expensive and difficult to maintain. In view of the present situation, as well as the outlook for the future, even assuming that departments which in 1900 favored a departmental system should be indisposed to change their attitude, it seemed nevertheless the safest plan to adopt. The general library aims to build up a strong central reference collection. This collection

should be classified and cataloged so as to yield the best possible results. Merged with the catalog of the general library will be one covering all the departmental libraries. It would, of course, be desirable to provide every departmental library with as exhaustive a catalog as the one proposed for the general library. The expense however, even in this day of printed cards would, I fear, be practically prohibitive. Moreover, it is doubtful if many of the departments would find the expected relief in an elaborate author and subject catalog of their collections as they stand. This last statement may seem to require some further substantiation, and I shall in the following endeavor to present the necessary proofs and illustrations.

It is no doubt true that heads of departments and their associates frequently take a personal pride in their departmental library and feel a certain responsibility for its growth and development. I have known cases where a department would resent any suggestion that a part of its books might to good advantage be transferred to the general library or to another department in exchange for material in these libraries bearing more directly on the special line of study which the department is supposed to represent. The fact remains, nevertheless, that these libraries frequently show in their development a lack of that strong coordinating influence so essential to systematic growth. A detailed examination of their collections soon reveals the fact that books have been ordered principally with reference to their use in connection with courses given in a department, no one apparently questioning the right of one department to poach on the premises of another or on that of the general library. There has resulted, therefore, a situation which cannot be remedied by any catalog, no matter how exhaustive or how perfect. This leads me to go a step further and to venture the assertion that the lack of a strong central library can not be compensated by merely bringing together related departmental libraries into the same or adjoining

ing buildings. It is even doubtful if it would be worth while to prepare an exhaustive union catalog of such libraries without considerable migration of books from one department to another.

A few illustrations taken at random from the books which have come under my observation during the past month or two in connection with the recataloging, will, I think, bear me out in this statement.

General works on science are in a number of libraries, mainly in Geology, Biology, and the general library, but also in a number of other departmental libraries.

The History library includes many books which deal solely with Education, Medicine, Music, Art, Religion, Technology, and other subjects, overlapping, therefore, practically with all other departments. The main duplication, however, seems to be in Church History with the Divinity library, in History and Topography with Geography, in Ancient History with Classics and in Education and other subjects with the general library.

The Modern Language library duplicates chiefly material in the libraries of History and Geography, besides of course the general library. It is, however, the one department which strongly favors consolidation of books on the same subject, and if the other departments in or connecting with the general library will agree to such consolidation, its duplication, except with Geography and the Classical Department, should cease after the transfer of its books to the general library building. The fact that this library has on its shelves works like *Alumni Oxoniensis*, *Catalogue of the Advocates Library*, "*Ersch and Gruber*," *La Grande Encyclopedie*, *Dante's Dictionnaire biographique et bibliographique des hommes les plus remarquables*, *Haebler's Typographia Iberica*, etc., will therefore prove an advantage.

The Classical library presents one of the most vexing problems of our library situation, one not solved by a most liberal duplication. Its collections overlap mainly with those of History, Sociology, Science, Political Science, Economics, Literature,

Divinity, and the general library. I am not now referring to texts and translations of classical authors, but to modern books on ancient history, government, administration, and the like. What tends to aggravate the situation is the fact that this library possesses also the only set on the campus of certain important general, literary and bibliographical periodicals, e.g., *Revue critique*. Although this department is in the near future to occupy a building connecting with the general library, it has always taken a strong stand against any merging of its collections with those of other libraries. There is, therefore in this case little hope of relief through consolidation.

Books on Education have been a source of particular trouble inasmuch as they have been purchased extensively by a number of departmental libraries. Mediaeval literature and the history of the middle ages is again a field which has been developed by the Classical library, Modern Languages, History and the general library. General books on Literature may be found in Philosophy, History, Modern Languages, and the general library, and likely also in the Classical department. Books on Evolution treating the question strictly from the biological standpoint may be in Philosophy and History, but not in Biology. Whether the reverse holds true, I have not as yet been able to verify by an actual examination of the Biology library. Naturally books on Experimental and Physiological Psychology may be found in Philosophy, Psychology, and also in the Biology library.

Books on Metallurgy while chiefly in Geology are also represented in the library of Commerce and Administration. This holds true also of Engineering, Shop Management, and Agriculture. The latter subject is freely represented also in Botany, Economics, and in the general library.

Geography, which is connected with the departmental library of Geology in a building not to connect with the general library, buys extensively in History, also in Economics, Natural conservation of re-

sources, Soils, Economics, Botany, Plant Industries, etc., etc.

Meteorology is represented in Geology, in Physics, Astronomy, and in the general library. Books on Water Supply, Irrigation and the like are in Geology and Geography, Chemistry, Economics, and the general library. Books on Fisheries, Whaling, and related subjects may be found in Geography, Biology, and the general library. Commerce is largely represented in Geography, Economics, the general library, Commerce and Administration, and the Classical library. Canals, Waterways, and Railroads, are mainly in Geography and Economics, but also in the general library. Mining is in Geography and Geology, and also in Economics. Marine Biology will be found in Geography and Geology as well as in Biology. Geology has a considerable number of books on Physics and Chemistry. Books on various industries are found in Economics, in Geology, and in the general library. Commercial Geography is somewhat evenly divided between Geography and Commerce and Administration.

Another great difficulty is the separation of volumes of the same work. For instance, there is in no library a complete set of the *Statesman's Year Book* or the *Almanach de Gotha*, but partial sets in at least two or three libraries. This holds true also of several bibliographical periodicals and annuals, e.g., *Le Soudier's Annuaire de la Librairie française*.

The instances here cited consider only the duplicating and overlapping of independent books or monographs treating the same subject, or the same phase of a subject; it does not take note of the duplication common to all libraries because of the inclusion in encyclopedias, general periodicals, and other comprehensive works, of material on a special subject; neither does it refer to the duplication which may be proper in such subjects as Railroads, Waterways, etc., where one department takes up the technical and another the economic phase of a subject.

It would be possible to go on citing

hundreds of illustrations similar to the above, but time will not permit. When the work which practically took its beginning in October, 1911, viz., reclassification and recataloging of the libraries, has been completed I dare say that anyone connected with the work who may have had time to make notes by the way, would be in a position to furnish valuable information as regards the practical workings of a departmental system similar to the one which has grown up at the University of Chicago.

I have stated that the bringing together of related departmental libraries under one roof and the thorough cataloging of all the books on the campus in the manner indicated above, will not furnish a satisfactory solution of our problems. This I believe can only come about through some exchange of books between departmental libraries which shall bring together, not necessarily all books on the same subject, but at any rate the bulk of the material which deals with a special phase of a subject, and the various volumes of a periodical, annual, or similar work which I trust all are agreed should stand together.

It resolves itself then into a question of reclassification or rather relocation of a part of the book resources of the university, and a partial surrender of the right on the part of the departments to determine absolutely the physical location of every book purchased on their recommendation. Personally, I feel rather hopeful that when the cataloging of a number of libraries has been completed and their resources brought together in a common catalog, the members of the various departments will see for themselves the advantage to all concerned of a partial redistribution.

In a small way the general library has inaugurated such redistribution by indirect purchase of general bibliographies and reference works from the departmental libraries, a sum equal to the cost of the work at the time of original purchase being transferred from the book appropriation of the general library to that of the

department. Some of the departments have been most willing to agree to such transfers. If it can be put into effect in the libraries which are now to be brought under the same roof, i.e., the Humanities with the exception of Classics and Geography, it will go far toward the establishment of what it is hoped may prove a fairly efficient central library. The centralization of catalogs and reference books alone would in time make it desirable for the departments more and more to consult the general library. A real consolidation of the resources of the Historical Group, Modern Languages and Literatures, Religion and Theology with the present general library will, it is hoped, prove to be even more effective.

I have already stated that Geography would remain outside of this consolidation and probably also the Classical department, in spite of the fact that the latter is soon to occupy a building connecting with the general library. It is hoped that in both cases arrangements can in time be devised which, while satisfactory to the departments, shall prove effective in checking the almost unrestricted duplication of material in other libraries which now obtains.

It is true that ten years ago other departments of the Humanities also held that while related libraries might to good advantage be brought under one roof, there should be no merging of their possessions. Considering, however, the lack of coordination in the development of the same libraries, the overlapping and intertwining of their respective fields, it is difficult to believe that this view can prevail for any length of time.

I have endeavored in the above notes to show that the departmental problem is practically the same in various countries. In Italy, Germany, and Austria as well as in America the development of departmental collections to a point where they have become a perplexing and troublesome problem to government and university authorities is due primarily to the inability of the general university library

to provide books and conveniences desired by the departments. Neither a union catalog nor the most exhaustive duplication of books, service, and equipment has so far served to offset the weakening of the central library which has been an inevitable result of the rapid growth of departmental collections.

Possibly Mr. L. N. Wilson of Clark university may have pointed out a partial solution to some of our perplexities. He states that at Clark university not only is the drafting of the classification schedules attended to by the professors, but also the actual classification of the books. Where the faculty is willing to undertake these duties the librarian is naturally relieved of a great and difficult responsibility. While the plan has evidently worked out in a satisfactory manner at Clark, it would seem a difficult or even impossible expedient for certain other universities, particularly the largest ones. There would be difficulty in securing the necessary volunteer service. Then the librarian would no doubt have to exercise infinite tact in his efforts to coordinate and harmonize the work of so many volunteer classifiers. That some coordinating influence would be required we may take for granted. Personally, I see little relief in the direction here indicated. As for the University of Chicago, I imagine that we are, in common with most university libraries destined to have the departmental problem with us in some form or other as long as there are collections of books to be administered in connection with departments and courses of instruction. We shall watch with great interest the development of the plans of sister universities, a number of which are said to contemplate the strengthening and extension of at least a part of their departmental collections.

I may say in conclusion that judging by observations at Chicago I should be disposed to agree entirely with Dr. Gerhard of Halle, and others of our German colleagues, when they state that there can be no objection to the building up of strong

departmental libraries, provided this can be achieved without crippling the general library. But where the departmental libraries are developed at the expense of the general library, and where willingness to cooperate, or to observe the most necessary restrictions as regards the fields to be covered is lacking, there the interest of the great majority both of faculty and students are made to suffer for the convenience of the few, a convenience which is, besides, in many cases only imaginary, and based on a lack of knowledge and appreciation of the possibilities of a general library, and no doubt also of the limitations of departmental libraries. As previously stated, the general library is the one department common to the whole university, the department which should have no ax to grind, and which under normal conditions might, therefore, be trusted to preserve an impartial attitude and to safeguard the interests of all departments alike without fear or favor.

In closing this paper it is difficult to refrain from expressing the opinion that whatever the policy adopted with reference to its library system, a university owes it to its constituency to see that a strong and well balanced general library constitutes an integral part of the scheme. The establishment of the latter should, when possible, take precedence over that of large departmental collections. When it becomes necessary to organize the latter, they should be considered distinctly a part of the general library and be placed under its control. A partial or nominal control on the part of the general library is not likely to prove effective or to furnish the best possible service for the greatest possible number.

Dr. W. K. JEWETT then presented a paper on

#### THE PROPORTION OF UNIVERSITY LIBRARY INCOME WHICH SHOULD BE SPENT ON ADMINISTRATION

The college librarian, like every other department head in the institution, is

anxious to spend as much as possible for the development of his department and is consequently seeking to get his appropriation increased as often as possible. It is usually of assistance to him in securing the favorable attention of the authorities to be able to show that the prevailing tendency among institutions of similar rank is to do that which he requests in his own case. Sometimes the librarian is asking more money for books, sometimes more money for administration and frequently more money for everything. While preparing an estimate for the authorities of our own institution, I recently collected data from 25 representative college and university libraries in different parts of the country and was interested to compare the data and draw what conclusions I could from the examination and from my own knowledge of the standard of accomplishment in the respective institutions. All but one of these libraries have over 60,000 volumes. I was able to separate them into three groups with reference to their book expenditures; those spending \$5,000 a year or less, those spending between \$5,000 and \$20,000, and those spending \$20,000 or more.

Six of the 25 libraries were in the first group, spending not to exceed \$5,000. In all of these the expenditure for library administration exceeded that for books, in some cases by more than 100%. By amount spent for library administration I mean the amount spent for salaries and wages of persons employed in library work. In other words I mean to include student assistants and to exclude janitors.

Twelve of the 25 libraries were in the second group, spending more than \$5,000 and less than \$20,000 for books. Ten of these spent less for administration than for books, one spent more and the remaining library spent the same for administration as for books.

Two libraries in the group receive gifts of considerable sums each year for the purchase of books, the buying of which is done through the library so that for all purposes of comparison it is as though their book funds were increased just so

much. I have regarded the gift money as equivalent to part of the book fund, although the actual payment is made by the giver without its passing through the hands of the college treasurer. Aside from these two, only one library in the second group receives any great number of volumes by gift. The average number of volumes received by gift is about one-third of the number received by purchase. The proportion of income used for salaries ranges from 35% to 45% leaving out the two libraries above mentioned which spent 50% and 52% for salaries.

Seven libraries made up the third group composed of those spending \$20,000 or more for books. I omitted to obtain any figures from Harvard, Yale or Chicago as they are known to be making extraordinary expenditures at present in reorganizing or recataloging. Of the seven, two spent less for salaries than for books, two spent the same for each and two spent more for salaries than for books. The seventh library like two of those in the preceding group has considerable sums placed at its disposal each year for book buying but the disbursement is made by the donor and not by the university treasurer so that exact figures for calculating percentages are not available in its case. The proportion of income employed for salaries by the other six ranges from 40% to 60%.

From this brief comparison of data it is possible to draw the conclusion that with the smaller libraries a certain minimum of administration cost is necessary in order to operate the library at all and that this does not necessarily increase with the growth of the book fund. Where the book fund is less than \$5,000, it is no reflection on the capacity of the librarian if his salary expense exceeds that amount although it is evidently his duty to devote his principal efforts to securing increased book appropriations. After the book fund has passed the \$5,000 mark, the librarian should be prepared to give most excellent reasons for letting his salary roll exceed or even equal the book fund in case his governing board should begin to make

comparison with the figures of other institutions. If his library is in what I have called the second group and his salary expense exceeds 45% of the total income, he ought to stand ready to show cause at short notice for some one is likely to attract the attention of the president to the fact any day.

If on the other hand his salary roll represents less than 45% of total income, the librarian may well resist the suggestions of professors to call for more book money and instead devote his annual appeals to securing additional needed assistance and more adequate compensation for the members of his present staff.

With the libraries of the great universities the case is different. An institution that can spend upwards of \$20,000 a year for books has more complex needs and more varied activities than the smaller colleges and universities. The quality of service demanded of the library is higher and much less is forgiven by the ambitious holders of highly paid chairs. The pressure of research work demands greater facilities for the prompt purchase and cataloging of "rush" books. More accomplished reference librarians must be had to meet the needs of clients in a great institution with a large number of graduate students. Catalogers of special qualifications must be provided to handle the books in oriental and other languages not commonly encountered in the ordinary college library. In the work of a large cataloging department there is more opportunity for lack of uniformity to creep in, and the need of accuracy in an enormous catalog is more vital than in a small one. Therefore the work of the revisers has to be more painstaking and time consuming than in a smaller collection where everything is simpler. Reclassification of whole sections of books whose classification is now out of date, must be undertaken. Bibliographies have to be compiled for professors. The preparation of publications, like the catalog of a special collection, is called for while the smaller library may never print anything more extensive than a list of its

Poole sets. The duties of the shelf department in a great library are more complicated than many persons dream of and in all the departments fuller and more accurate records are needed. More extended routine in the order department is required in order to prevent unintentional duplication. Messenger service for the delivery of books in response to telephone calls from other buildings may be furnished. The maintenance of an efficient exchange bureau is needed in order to conduct the exchange of university publications with the innumerable minor learned societies all over the world. These publications are often called for in the great universities, although one could not reasonably expect to find them in the lesser institutions.

In fact for many reasons the proportion of income required for administration in libraries of the first rank increases with the size of the collection itself. It is a fair inference therefore that a university library with a book fund of more than \$20,000 a year is justified in maintaining a pay roll in excess of that sum without fear of criticism.

The committee on nominations, reporting through Dr. W. K. Jewett, chairman, recommended that the by-laws of the Section be so amended that, instead of electing a chairman and a secretary each year as heretofore, a committee on arrangements consisting of three members be elected, the one first named by the committee this year to serve for one year, the second to serve two years, and the third to serve three years; one member to retire each year hereafter and his successor to be then elected for a three year term.

On motion the recommendation was approved unanimously.

The committee then recommended that the following persons be elected as the committee on arrangements: Mr. Andrew Keogh, Mr. N. L. Goodrich, and Miss Sarah B. Askew. On motion the recommendation was adopted and the three declared elected. The session then adjourned.



## PROFESSIONAL TRAINING SECTION

The meeting of the section was held at the Chateau Laurier, Tuesday morning, July 2. Mr. M. S. Dudgeon, chairman of the section, presided.

Mr. FRANK K. WALTER gave an account of the new quarters and resources of the New York state library school.

Mr. Walter said that the new quarters in the new State Education building would probably be ready by October first of the present year, and would provide the most spacious rooms belonging to any library school. The present temporary quarters, however, are comfortable and fairly commodious. A good working collection of reference books and trade and subject bibliographies has already replaced that destroyed by fire. When present orders have been filled the new collection will be better than the old.

The collection of illustrative material, thanks to the untiring industry of Miss Florence Woodworth, is growing by leaps and bounds. About 4,000 administrative blanks and forms are mounted and classified and a large number are as yet unmounted. About 1,400 pictures and plans of library buildings (including post-cards) are mounted and filed.

There is an excellent collection of works on bookmaking, ancient and modern, and a fair number of examples of printing of various periods and of beautifully bound books. About 150 mounts show binding material, book illustrations, type faces and other material illustrating printing and binding processes.

Mention must be made of the "Alumni collection" which the New York State Library Association is collecting for the school. Its aim is "to cover all books, pamphlets, clippings, etc., written by students of the school and biographical or professional material relating to them," together with portraits of the students and library buildings erected under their supervision.

The "class work collection" numbers about 2,300 volumes and is intended primarily for class use, particularly in cataloging, classification and subject headings, in selection of books, and in printing and binding.

All of this material is listed in a separate dictionary catalog prepared expressly for the school's use. More than 10,000 cards are already included in this catalog which is growing rapidly as more material becomes available for use.

The collections of the New York State library will be available as soon as the new building is ready. Including such documents and other volumes as can be temporarily shelved for use, upwards of 200,000 volumes will probably be available. These include an excellent set of United States documents, a very fair collection of state documents, many important foreign documents, and a good working collection of statutes, law reports, legal periodicals and legal treatises.

Mention must also be made of the 700 annuals and serials (including reports, bulletins, etc.), on various phases of library work which are currently received and filed and of about 500 bound English and American periodical sets (including most of those listed in the various periodical indexes) besides the numerous foreign periodicals, transactions, etc., currently received.

Miss AGNES VAN VALKENBURGH, instructor in cataloging at the library school of the New York public library, read a paper on

### TRAINING OR TEACHING

It may be well at the start to explain the terms used, to be sure that we are looking at the matter in the same light. Teaching, in this instance, I understand to mean that assistants shall have had library school instruction, while training is the instruction which is given in the

library or department itself to fit the applicant for the special work she is to do. When I say assistants, I also mean librarians of the smaller libraries, such positions as the library school student has been called upon to fill.

There are two points of view in looking at the question, that of the assistant and that of the employer. On the first there can be little discussion, as the same principles are here involved which underlie all education. It is certainly better for any person to have a view of the whole field rather than of one small part of it. I was talking to the head cataloger of a large department the other day, and she said that one of her main troubles was in getting the assistant who has been given a certain part of the work to do, to see that any other parts are necessary or important. If the curriculum of our library schools does not give our students this broader view, we are not living up to our opportunities.

No library school, or any other school, for that matter, turns out a finished product. I cannot say to you that the best pupil in my class at the end of one or even two years is a first-rate cataloger. I can only say that I hope and think that she understands the principles and their relation to the rest of the work, and with experience will prove competent, having shown capabilities which point in this direction. On the other side, I have talked with many library people of experience and they all say that, anxious as they are to give the persons under their care all possible instruction, they are so busy with the pressure of accomplishing so much work every day, that when they find a person who does one kind of work well, they are very apt to keep her at that, rather than to give her an opportunity to do all the kinds of work, for the sake of her education.

I always have the greatest admiration, not unmixed with reverence, for those who can conduct the business of a large department and a training class at the same time, as either alone seems to me

to take all the energy of an ordinary person; also the more people you have to do work which can be done by fewer, the greater the economic waste.

From the point of view of the employer there is something to be said on both sides. Now-a-days the old plea is seldom heard that library school people know too much and have no idea that any method is feasible but the one they have been taught. I did have once a graduate from a so-called library school, to assist in my department while I was ill; after she had been there about a week, she announced that she did not like the way the library was classified and during my brief absence she thought she would re-classify it. We had about 150,000 volumes at that time and more than a million cards in our various catalogs. Thus did ambition disqualify her, as we had regretfully to let her go, but fortunately her kind is rare enough to be interesting.

The other objection to the employment of trained people is the question of expense. The niece of the president of the board must have occupation and is willing to work for her spending money, so as an economical measure, it would be a good thing to employ her. This has two fallacies: First, someone has to pay for the education of every person and it is better from the point of efficiency to have this done by the employee herself rather than by the institution. Secondly, we should all be willing to pay for what we get, and you certainly get more for your money in employing the skilled person than the amateur.

Miss Sutliff, after years of experience as a library school teacher, and with both apprentices and graduates, said to me that she thought that a person who was trained for a certain piece of work, at the end of one year, did that work better than the school graduate, but at the end of five years the second was a much better employee.

There is also this to be said on both sides of the question. There are people constitutionally unfit for library work,

training or no training, just as there are people who can never run an aeroplane or climb a greased pole or be a third-term president; they are not fitted for it, and all of us have had more or less experience with these both in school and out. They may be excellent people; in fact, it is exactly this class of whom her friends say, "Isn't it too bad Mary never married; she would make such a fine wife for some good man."

I have had a green girl who could never be taught to write a dozen catalog cards correctly because she had no bump of accuracy; I also had a library school graduate with the same failing, and when I mildly suggested that the number of corrections seemed excessive, she replied, "Oh yes, but, you see, I knew you were going to revise them, so I was not more careful." She also did not remain with me.

There are many bright girls who will pick up knowledge of all parts of the work on their own initiative and without any special effort on your part, will be perfectly qualified to step into your place should necessity arise. There is one danger which may be mentioned here and that is the possible injustice done to this exceptional person when library boards refuse to consider any person except library school graduates. During the time students are at school, they and the faculty are carefully considering for which branch of the work they are best adapted, so the employer runs less risk in this respect also, than when he takes an unknown quantity which he hopes may fit some particular place. If the various library schools are not turning out people with broader horizons and greater adaptability, they are not doing their full duty; but if the students they have taught are better qualified for the work, this fact should have due consideration in the selection of assistants or librarians.

Miss JOSEPHINE A. RATHBONE, vice-director of the Pratt Institute school of library science, described a projected normal course.

#### A PROJECTED NORMAL COURSE AT PRATT INSTITUTE SCHOOL OF LIBRARY SCIENCE

Much has intervened, but possibly some of you may remember that some thing was said on Saturday about specialization in the library school course. Discussion among the library school directors present showed a consensus of opinion that specialization is undesirable in the first year of a two years' course and practically impossible in a one year course, nor did any radical plan of differentiation of function among the schools, other than that which has come about already by natural causes, commend itself as possible at present at least.

The only practicable form of specialization therefore seems to be along the line of advanced courses for those who have acquired the fundamentals of technique and who have had sufficient experience to determine clearly the direction in which their aptitudes lie. Such a course we are making toward at Pratt Institute and it is of our plans and aims for this normal course in library training that I have been asked to speak today.

The inception of the course came about not as the result of a desire to do some new thing, but as a solution of two pressing problems with which I found myself confronted last summer; one of these problems is common, I am sure, to all library school directors, the difficulty of finding teachers for their faculties or of supplying from their graduates demands of public libraries for directors of training classes. The other problem was local and peculiar to ourselves, and by reason of it a possible solution was indicated for the former. This was the suggestion made by the librarian of the Brooklyn public library that the Pratt Institute Library school take over the instruction of the Brooklyn public library apprentices. As the professional school of Brooklyn, it was clearly our duty to perform this function for the public library of Brooklyn, and it only remained to find a way,—first, that would satisfy the needs

and requirements of the Brooklyn public library system; second, that would so strengthen the Pratt Institute school as to recommend the plan to our trustees; third, would help to alleviate the professional situation of which I had become so acutely concerned.

In response to this need, almost an answer to prayer, for the idea occurred to me in church, came the conception of a normal course to fit advanced students for teaching positions in the profession. Now for a normal course three elements are requisite. Knowledge of the subjects to be taught, training in pedagogical methods and directed practice in teaching. The necessary knowledge of the subjects taught could be obtained by admitting to the course only those who had already acquired library technique. Pedagogical training could be given at Pratt Institute where there already existed a splendidly organized department of education and for the practice teaching there was the apprentice class of the Brooklyn public library for which the normal students could prepare and conduct the courses in library economy under the direction and supervision of our instructor of proved success in teaching. These two indispensable factors inherent in our situation seems to mark the Pratt Institute library school as distinctly the place of all others in which this experiment of training for teaching positions in library work could be tried. Now, does the need exist for librarians who are trained to teach? What is the situation?

There are ten or eleven library schools offering courses of one or two years. There are probably twice that number of summer library schools. There are training classes in all of the larger libraries and many of the medium sized libraries. There are many normal schools in which library courses are now given and the trend in this direction is unmistakable. There are school departments in many of the larger libraries in which more or less actual teaching is done, and in which a librarian who was at the same

time a teacher, who understands the teachers' point of view would connect school and library the more completely. Many of you know that these positions are not easy to fill. But could a course be planned that would fit candidates for such positions? I believe so.

I am not going to degrade pedagogic training for teachers. That battle has already been fought out in the educational world. Of course, the best teachers are born, not made, and some few heaven sent may teach the better for not having learned how, but there are not enough of them to go around and the greater majority teach the better for training in tried and approved methods, applied under competent direction.

The normal course will therefore consist of two main parts—theoretical training and practice teaching.

The first part embraces educational psychology, a forty-eight hours' course, a thirty-six hours' course in the history of education, a general survey with a supplemental course on American public education—high schools, normal schools and colleges—a thirty-six hours' course in the theory of education taking up the conduct of recitations and giving the presentation of subjects, examinations, etc. A study of public institutions, both civic and philanthropic, will also be included. So much for the theoretical side. The practical application of the theory of education to the teaching of library technique will be made by the preparation of the courses for the Brooklyn apprentices and the conduct of the classes. The plan for this work is as follows: The normal students will spend a month before the teaching of the apprentices begins in the study of the Brooklyn public library system and in the preparation for the classes they are to conduct under the direction of Miss Julia Hopkins who is to have charge of this work. This work has been planned in consultation with the Brooklyn public library librarian and staff and between us we hope to work out the ideal apprentice course. I will go

into this somewhat fully in order to show its value as teaching experience for the normal student.

1. There are to be two apprentice classes a year, beginning in October and March respectively. To these classes four months of instruction will be given. This gives each normal student the opportunity of preparing and conducting different courses each term.

2. The four months of instruction will be followed by three months of practical work in selected branches of the Brooklyn public library, during which time the apprentices will learn the technical details of branch work under the supervision of the branch librarian, thus freeing the course of these details and making it possible to spend the class room time on the broader professional and culture side of the subjects taught.

3. 160 hours of instruction will be given to apprentices, on three days of the week, Mondays, Wednesdays and Fridays, the alternate days to be devoted by them to study and preparation. Full library time will be required of them, which will ensure three hours of preparation for each hour of class room work or lecture. This means the compiling of full reading lists by the normal students to accompany the instruction.

4. The subjects taught fall into three groups, cultural, technical and professional, with strong emphasis on the first and an effort to correlate the first two quite closely. Besides a review of the classics of literature, there will be a study of the important literature of different subjects—history, biography, sociology, science, and to this study will be related as far as possible both parallel courses of classification and reference books, the apprentices being thus required to handle a great many books and to get at their subject contents quickly. They will be required also to make a great many short reading lists on related topics. In the course in children's work, which Miss Clara Hunt will supervise, emphasis will also be laid on the book. Miss Hunt will

examine and criticize the lectures prepared by the normal students. We wish to strengthen this phase of the work both because it is needed by the apprentices and because it will be of the utmost value to the normal students, especially to those who go into normal school work later.

The technical courses will take up the usual subjects. In classification the emphasis will be laid on the subject content of the classes to add to the general information of the apprentices and the course related, as I said before, to the study of the literature of the subjects.

In cataloging the emphasis will be laid on an intelligent understanding of the use of a catalog rather than on the details of cataloging. On the professional side the course will be stronger than is usual in apprentice courses.

Now of what value will this course be in providing teaching experience to the normal student?

1. As preparation for directing apprentice classes in public libraries I feel that it will be of direct utility.

2. For giving instruction to high school students in bibliography, reference works, classification and the use of the catalog it would seem to give adequate training.

3. For conducting courses in normal schools these mentioned subjects plus the course in children's books and perhaps the history of libraries would seem to be a good preparation.

4. The courses in classification, reference work, history of libraries, work with children, loan desk work, compare favorably in length of time given to them and in thoroughness with the average one year library school course and the preparation, to say nothing of the conduct, of such courses would be an excellent foundation for the teaching of the same subjects in a library school.

In addition to these main features of the course, the pedagogic training and the practice teaching, there will be lectures on normal and high school library work

and permission has been obtained from the public school system for the normal students to have practical work in the library of the buildings, training school and in some of the high school libraries. Opportunity to study the organization and methods of presentation of other library schools has been promised.

The first year or two will, of course, be experimental and experience alone can show how the whole thing will work out, but we feel that the opportunity is a great one and we mean to approach it openmindedly and to allow it to develop organically.

Its success will, of course, depend on our securing the right kind of material for the class and for this we must look to the profession at large and especially to the other library schools. We do not want large classes, ten would be the outside limit, five or six the desirable number. But our own school could not supply even so many, and if you believe the plan a good one, the need real, and if the theory of differentiation of function seems wise, I ask you to send us those of your students who seem fitted for such work, and by coöperation, council and support help us to make the course a benefit to the whole profession.

There seems to be some misapprehension in the profession as to the relation of the Brooklyn apprentice class and the general course of our own school. So far as our one year course is concerned the only connection is that the Brooklyn public library has graciously permitted us to put our students in the branches of the Brooklyn public library for practical work, while the apprentices are invited to attend the course of lectures by librarians. There is no thought of combining the two classes in classroom work, which would not be advantageous to either group.

Miss Mary W. Plummer gave the following outline of the work done during the past year at the library school of the New York public library and the plans for the second year,

#### REPORT ON THE NEW YORK PUBLIC LIBRARY SCHOOL

During the past year we have done four things: Trained thirty students for the one year certificate; given partial training to members of the library staff, to be continued or completed the coming year; given the same to members of other library staffs, to be continued or completed, both to be recognized by pass-cards; and tested three sets of probationers for the lowest grade of the library service.

There is nothing especial to be said about the first class, except that out of twenty-five who were able to do the full year's work, more than twenty applied for the second year and the diplomas. Of these, three asked for the unpaid practice, amounting to fifteen hours per week, and taken as an equivalent for their tuition. These three will probably take two courses of the three offered for the second year in administration, advanced cataloging, and reference work, and in work with children.

The remainder have applied for paid positions at not less than \$50 per month, with one course in the school. As members of the staff for the time being, they will have no tuition to pay.

The second type of student we hope may increase in number as time goes on. One branch librarian took about half the course, carrying on her regular work and responsibilities, and seemed none the worse. Others took single subjects in which they were interested. One assistant from a suburban library did the same, commuting daily. These, of course, were assigned only a nominal amount of practice, since they had their regular work. For these as well as the probationers the entrance examinations of the school were insisted on. The probationers being usually too young for the school, were allowed three conditions, since they have plenty of time to work them off before old enough to enter the school. Others take the probation first, and if appointed to the staff, serve six months or more,

and can then enter the school as staff members without tuition.

They understand that they are not in any sense a class, that they are not being trained but merely tested, that the school is responsible only for the original selection of the probationers, and though it may take and does take an interest it has no real jurisdiction after this selection is made.

Mr. Brett announced that the Cleveland public library would introduce a training class for children's librarians in which the students would be given practical work for five days and receive five-sixths of the regular salary. The remainder of the time will be given to instructions and lectures.

Mr. W. H. Kerr stated that the State normal school at Emporia, Kansas, had a course in library work which required one-fourth of the time in the four years.

Miss Hazeltine presented the card code of over five hundred cataloging rules which had been prepared by the Wisconsin library school for instruction in its school, after consultation with, and assistance from many librarians.

In response to a question by Miss Mary E. Hall as to what was being done to train librarians to take charge of school libraries, the discussion turned to that subject.

Several of the schools mentioned that practical work in school libraries was given their students. Emphasis was laid on the point that high school students who had taken a course in the high school in library methods were not qualified to have charge of school libraries.

A preliminary report was presented from the chairman of the committee on the uniformity of forms of catalog cards in simplified cataloging.

#### REPORT OF COMMITTEE ON UNIFORMITY OF FORMS OF CATALOG CARDS

The committee on revision of cataloging; but there seems to be some doubt as to whether we are to attempt to cover subject of securing unification in instructing practice appointed by the library

schools instructors at their meeting in January, 1912, wishes to make a brief report of the work done.

As a preliminary step in securing opinions from the various schools on the extent of the work and the forms that the code should take, the following plan was tried. A sufficient number of the galley proofs of a new edition of the rules compiled by the Wisconsin library school were secured and, on May 6, sent to all of the library schools; also to one or two individuals whom the chairman thought might be interested in the project from the teaching point of view. It was thought that this code, which had proved a practical one, might at least serve as a basis for comments. The schools were asked whether they desired to co-operate in the attempt to secure uniformity in practice, and if they approved of the form in which the Wisconsin code was to be printed, that is, on cards; and lastly, to show by their comments the points wherein their practice varied.

Replies have been received at this date from all of the schools, and from them the following conclusions are reached:

First, there is a general interest in the all of the points of a complete cataloging code, or only matters of spacing, indentation, punctuation, etc.

Second, the majority of the schools returned the proofs fully annotated for the changes which they desire. On the whole, these comments showed that the differences are not great and that uniformity on many at least can be secured, if so desired by the schools.

Third, a general discussion of the subject will be helpful, before any final decision can be reached in regard to a co-operative code.

The committee accordingly decided to ask that there be a discussion of the matter at the Ottawa conference and a notice to this effect was sent to each school.

A list of the points for discussion has been made out.\* The committee will hope to make a final report at the midwinter meeting.

HELEN TURVILL, Chairman.

The membership committee, consisting of Miss Josephine A. Rathbone, Miss June R. Donnelly and Mr. Paul Blackwelder, was continued. The program committee, consisting of Miss Mary W. Plummer, Miss Mary E. Hazeltine and Mr. Frank K. Walter, was also continued.

Mr. Frank K. Walter was elected chairman for the coming year and Miss Agnes Van Valkenburgh, secretary. Adjourned.

\* See Catalog Section Minutes, page 246.

## TRUSTEES' SECTION

(Friday, June 28, 8:15 p. m.)

The Trustees' section met on Friday evening, June 28, at the Chateau Laurier. Mr. W. T. Porter, of Cincinnati, chairman of the section, presided and Mr. T. L. Montgomery, librarian of the Pennsylvania State library, acted as secretary.

The first item on the program was a paper prepared by Dr. OTTO J. KLOTZ, trustee of the Ottawa public library, which was read in his absence.

### THE TRUSTEE'S DUTY TO THE LIBRARY

Dr. Klotz said in part:

It should be assumed that when one accepts the appointment as library trustee he accepts therewith the duties and responsibilities of such position. He who treats them with indifference is a source of weakness to the board. There is no room on a library board for a man who accepts the appointment "just for the honor of it." The trustee must be seized with the fundamental idea and principle that the public library is the people's university, that it is the fountain to which all have access, whose wholesome waters shall give renewed life and intellectual strength.

The trustee's first duty is to see that the library receives adequate municipal support. This is seldom an easy matter. It generally requires a good deal of missionary work,—through the newspapers, through personal appeals to councillors, through public addresses before the council or otherwise. The public must be told of its need, which it frequently does not recognize. The trustee must exercise the influence of an educator.

The work of the trustee is often discouraging and disheartening, and may take years to attain a particular end. Our public libraries act favors the carrying out of some definite plan, because an appointee holds office for several years, giv-

ing him an opportunity of thoroughly familiarizing himself with the whole range of library affairs to the great advantage of the best interests of the public and of the library. A further advantage of this tenure of office is that it permits of what is in athletics called "team work." We know how effective it is in this latter respect, and so it is too with a library board. I have reason to refer to this, because all libraries in Ontario are not so constituted that "team work" can be efficiently carried out. I allude to libraries whose board has no fixed continuity. With a continuity to the board definite plans may be formulated that one knows in advance will take years to carry out, but if there is no continuity to the board, each new board will have its own notion, using the term notion advisedly, in contradistinction to the matured plan, for it is not to be expected that new men, thrown into new surroundings, faced by problems wholly or nearly wholly foreign to them, can act with that intelligence, with the large-mindedness essential to the best interests of the community. The fault lies not with the men, but with the system.

One of the first considerations is the public. The trustee should know his public well, just as a physician can only treat his patient intelligently after having made a thorough diagnosis. The people of one town may differ from those of another town, their industries and interests may be different so that a successful course adopted by a board in one place may not meet with the same success in another, and as the people, the citizens, are to be beneficiaries of a public library, it is all-important that their needs be closely studied. It must ever be the aim of the trustee to try to give the greatest good to the greatest number, without however neglecting to provide opportunities within reasonable limits commensurate with the



funds available to the exceptional artisan, mechanic or bright young man who is anxious to pursue his work beyond the ordinary. It can be truly said that even those who do not use the library are to a greater or less extent benefited by it through the environment of those who do use it. One of the functions of a library, and one that generally appeals most to those that control the purse strings, is to increase the industrial productiveness of the people of the respective town or municipality. Take a town for example whose industries are almost wholly those of cabinet making. It should be the duty of a trustee to see that the library and reading room is especially rich and complete in all that pertains to cabinet making; to carpentering; the different kinds of wood; designing; drawing and everything that may further the artisan's skill and thereby his productiveness. For we must ever remember that the commercial success of a nation rests on the skill and productiveness of its artisans. This function of the public library is one that may be measured in dollars and cents, but the other function—of making better men and women, of character-building, of brightening homes by the perusal of good literature, of wholesome fiction, of making better citizens, of appreciating the rights as well as the responsibilities of citizenship, these things can not be measured in coin, but they make for a nation's progress and stability.

The most important office is of course the librarian, and the success of the library depends more upon him, or her, than upon any one else; for a poor library board and a good librarian are preferable to a good board and poor librarian.

Hence it is a most important duty of the trustee to see that the services of a good librarian be obtained, not merely an automaton that hands out books and checks off those returned. The day of utilizing men or women whose usefulness in other fields has vanished is past and such should be kept out of the library. What is wanted is a person who has enthusiasm for the work, who has studied library work and

methods, who in an unostentatious and quiet way will be helpful to the readers, who can guide particularly the younger readers in their choice of literature, who can encourage the formation of reading clubs and societies, who can make the library and reading room, especially for small libraries, cheerful and attractive by little devices, and by his or her own attitude to the users of the library add much to its usefulness and influence for good. The next duty of the trustee is to see that adequate remuneration be given for the services rendered. The good librarian is in love with his work and is quite willing to sacrifice something on that account to follow a chosen vocation. But that is no reason why inadequate remuneration should be accorded. Let the librarian feel that he is getting a fair reward for his services, co-operate with him, assist him in his endeavors to improve the usefulness of the library, let him feel that he has the good-will of the board, and do not throw all the responsibility of the whole management and its aims upon his shoulders. Do not dampen his enthusiasm and zeal by indifference and simply perfunctory attendance at meetings, or absence altogether. The library requires the undivided attention of both librarian and trustees. Bear in mind that it is an educational institution of the town with a larger attendance than that of the schools. It cannot too strongly be urged upon the trustees and board that a mere collection of books does not constitute a public library, it requires the connecting link, the librarian, to bind those two words more closely together—the public and the library, and the more intimately will they be connected the more efficient the librarian is.

A trustee should make a point of becoming somewhat acquainted with what other libraries are doing, as found in reports and publications. He may at times get thereby new ideas or pointers that may be applicable in his own library. Again if he has occasion to travel and has an hour or so to spare in a town or city where there is a public library, he should go there, "nose"

about, and he will find that the visit is profitable. The trustees should within their means make the library and room or rooms as cheerful and comfortable as possible. Let the rooms be well lighted and the light so distributed as to be restful to the eyes. Try to make the library the most attractive place in town. That in itself is a standing temperance sermon, without being preached, which many people do not like.

Believe in the library as an educational institution for all the people, young and old; believe in the library as an aid for technical education; believe in the library as a good thing for your town; and believe in the library as making for a strong and progressive nation.

This paper was followed by one by Mr. WALTER R. NURSEY, inspector of public libraries of the province of Ontario, on

#### THE TRUSTEE'S DUTY TO THE PUBLIC

Mr. Nursey said in part:

It is well for us all to remember, to whatever country we owe allegiance, we should be stirred by one purpose only, a common purpose that recognizes neither international barriers nor impalpable lines of latitude; our great aspiration being to increase the spread of pure literature, the democracy of letters through the coöperation of the public library which as an educational factor is soon destined to be recognized as of equal importance with university, college or school.

Before submitting to you my views on the trustee's duty to the public let me briefly recite library conditions that at present prevail in Ontario. Ontario, practically, is the only province in the Dominion of Canada that has an aggregation of public libraries, 434 in all, supported in part by the local legislature, under the fostering care of a sympathetic minister of education and a very liberal government.

The first library organized in this province, then Upper Canada, was at Niagara-on-the-Lake in 1800. In 1835, the first

legislation dealing in any way with the library movement was passed and the same year the first government aid was granted. In 1851 a new act was introduced creating what was known for many years as the Mechanics' Institute, the authorities believing that technical books for the working classes were not less important than those for the learned professions. At this time only \$2,000 per year was appropriated and this was found utterly insufficient for the purpose. In 1869 general literature was recognized in Upper Canada in this connection, in addition to the acquisition of technical books. In 1882, the first free library was organized in Canada, at Toronto.

In 1900, following upon the good example set by your organization, the Ontario library association was instituted, but it was not until 1909 that the present Ontario public library act was passed by the legislature, under which all public libraries, free and association, are now organized and controlled. To-day we have 140 free libraries and 244 association libraries in this province operating under the provisions of this act.

In Ontario, whether the library is free or association, the financial and domestic affairs of both are under the supervision of a board of trustees, the only difference in these two boards being that in the case of the free library, the governing body is called a library board and in the case of the association library, a board of management; the financial responsibilities are not altogether the same, for while the trustees of the free library are custodians and paymasters of an income derived from the special rate levied yearly for library purposes by the municipality, the board of the association libraries have no fixed income to disburse, being supported largely by the fluctuating fees of the members.

The rates levied to support a free library vary, and are based principally, as in many instances in your own country, on population, and range from a minimum rate of one-quarter of a mill on the dollar to a maximum of three-quarters of a mill.

In the case of both of these classes of libraries, government aid, of course, is extended in the form of a yearly grant based upon the annual report of the expenditure of the library upon books and paid in conformity with the libraries act, subject to departmental regulations.

Once a library in Ontario accepts a government grant, it automatically becomes a public library. Thenceforward it is amenable to the provisions of the statute and failure to keep open or render an annual report to the department of education for two consecutive years, is the signal for dissolution. In other words, it commits suicide. The minister may then take possession of all its books, its magazines and periodicals and dispose of them as he may deem best. Further, if a library fails in any year to comply with the regulations, the minister has power to withhold the whole or a portion of the government grant for that year.

The Ontario act, as you have seen, provides for two classes of libraries, both of which are public libraries; the business of both classes being administered by a board of trustees, one of whom is elected chairman, and while the responsibilities of these boards is greater in the case of the free libraries, both have equal, if not similar obligations as custodians in law of the people's interests.

Before proceeding to submit my own ideas of what appears to be the most important, if perhaps the unwritten duties of a library trustee to the public, and which I present with extreme diffidence in the presence of so many experts, let me briefly enumerate what are the legal obligations of a trustee in this Province as set forth in the statute regulating the same at the present time.

These powers are vested in the mayor, or reeve, as the case may be, with three other members appointed by the local municipal council, three by the local public school board or board of education and two by the separate school board representing the Roman Catholic section of the community; nine trustees in all who elect

their chairman and retire annually in rotation. These trustees forfeit their position if they absent themselves from three consecutive monthly meetings without leave.

The legal duties of these trustees consist in the general management, regulation and control of the library and reading room entailing the securing, erecting or renting of the necessary buildings for the purpose of the library and reading room, and the purchase of books, newspapers, magazines, maps, etc., illustrative of the arts and sciences for the library reading room and museum. These responsibilities are further increased by the necessity for keeping the building and its contents in a proper state of preservation and repair and to provide the necessary fuel, lighting and other necessities and accommodations and also the appointment or dismissal at pleasure of the officers and servants of the board.

The board is also obliged to make rules for the use of the library reading room and museum and for the admission of the public thereto and for the general management of the library; its reading room, museum, evening classes and art school, and of all property under its control. For breaches of any of its rules, it may impose penalties not exceeding \$10.

At least two out of these nine trustees, should be women; women who have won a record for activity and good common sense in their departments of business.

It is also the duty of the faithful trustee to encourage the public to realize that it is the librarian, not the trustee, who is the real pilot of the ship, and jealously uphold the hands of that important official. Unfortunately the library has sometimes been converted into an asylum for the village derelict whose unfitness for any ordinary business pursuits would seem to be the highest passport possible, his incapacity emphasizing in the minds of some trustees his apparent suitability for the position.

Summarizing the situation, we find the general importance of the position of a

trustee viewed from the "library act" point of view, to be that

(1) He holds the property of the library in trust for the whole community.

(2) That the board has the same standing as any other corporate public body, town council, school board, board of education, etc.

(3) That the trustees alone can manage public library affairs and that they have the exclusive authority to pay rent, to build or to sell property, subject to the statutory provisions.

(4) That they have the power both to raise and expend money for library purposes.

(5) That they can demand certain moneys from the municipal council, ranging from a quarter of a mill up to three-quarters of a mill on the dollar of the total annual assessment at the will of the rate-payers.

(6) That the trustees alone are empowered to employ or dismiss the librarian and other members of the staff.

(7) And that they alone are responsible to the public.

Their importance, if further evidence was wanting, is established by the development of the library movement in the Province of Ontario, demonstrated by the fact that as individuals, they have been active in founding and maintaining the Ontario library association. Hence it is easy to understand that the hope for the real and lasting expansion of library work largely depends upon the educating of the trustee up to the sane realization of his responsibilities.

In order to have a fair understanding of the trustee's many obligations, we must consider the duties he is called upon to perform in connection with his own library. He should be present and assist at the Easter meetings of the Ontario library association, and attend the library institutes which are yearly held in each of the 14 library districts into which the province has been carved for this purpose. As an evidence of the material of which

the ordinary trustee is made, it is well to note that out of nine presidents who up to the present time have filled that office in the Ontario library association, between the years 1900 and 1912, six at one time or another have been library trustees. Eighty trustees were active officers of these library institutes in 1911, and of these at least 75 gave papers or addresses during the year ending April, 1912.

Wonderful opportunities for extending the influence of clean literature is held by every trustee in the hollow of his hand, and the literature of the library, taken in all its bearings, forms the great line of demarkation between the human and the animal kingdom. Hence, the sound and intelligent coupling of morally well-balanced men and women should be sought, not merely the professional educationist, who, not infrequently is apt to be somewhat narrow in his vision; "not the mere literary triflers or amateur reformers" nor the league of superficial progressives who amuse themselves by lopping off the branches of an evil, but rather the strong and impatient workers, the real trail-makers who strike at the roots. Often in a rough and most unpromising exterior we find the very elements and characteristics we have long sought in vain.

In and out of season, first, last, and all the time in addition to his statutory obligations the trustee should make the welfare of the librarian his greatest concern. What the pilot is, what the sails are, what the wheel and the propelling power are, individually and collectively to the ship—so is the librarian to the library. It is quite conceivable that a library could exist without a trustee, but almost inconceivable that it could exist without a librarian.

In Ontario we are doing all we can to elevate the status of the librarian, as well as her status in the army of intellectual workers. We have summer schools and library institutes to encourage her in her ambitions and to improve her knowledge. I am persuaded that on the walls of every library might well be written in large

characters, and without any suspicion of disrespect, "God bless our Librarian." I refer of course, to the faithful efficient librarian with a proper conception of her own duties who should be honoured in the community by virtue of her position entailing such profound responsibilities. Her smallest act of official consideration, to her juvenile readers especially, leaves a widening ripple of influence, the far-reaching effect of which can scarcely be over-estimated. The librarian, unless it is obviously inopportune, should also without doubt be invited to attend every meeting of the trustees and share their undivided confidence, and the importance of her position and her individuality should never be dominated or over-shadowed by the personality of the trustee. Her suggestions wherever possible should be respected, deferred to and acted upon, and every point strained to give her a living wage as nearly commensurate as circumstances will permit, with a due and extreme regard for the importance of her task,—at best, a somewhat thankless one.

I am a strong advocate for Sunday opening wherever it can be accomplished without interfering with the conscience or freedom of the employee, and if exempt from hardship. I further believe that every trustee should permit the purchase of books relating to any religious belief providing that they are not of a contro-

versial nature, and that he should actively co-operate with the librarian in the selection of the really best current literature, both books and periodicals, giving fiction, say a 50% maximum at the most.

Last, but not least I maintain that it should be a man trustee's greatest pleasure and manifest duty to secure the co-operation of at least two capable women workers to share his responsibilities as co-trustees.

Discussion brought out the interesting fact that the Ontario library association included in its membership almost as many trustees as librarians. Mr. Bowker suggested that those from the states interested in library development should seek to follow the Canadian example in this respect, and obtain more active participation from trustees in the library association. Dr. C. R. Charteris, president of the Ontario library association, gave further word on the relation of trustees to the library organization in Canada, and Mr. T. W. Banton, trustee of the Toronto public library, who had been present at the Magnolia conference, spoke of his disappointment at finding so little participation by trustees in that meeting. The officers of the section were re-elected for another year: Chairman, W. T. Porter, trustee Cincinnati public library; secretary, T. L. Montgomery, librarian Pennsylvania State library.

## PUBLIC DOCUMENTS ROUND TABLE

A Public Documents Round Table was held on July 1, Mr. George S. Godard, State Librarian of Connecticut, in the chair. Miss Elizabeth M. Smith of New York state library was appointed secretary.

The preliminary report of the Committee on public documents already printed was read, in order to bring briefly before the session the status of the bills now before Congress relating to the printing, binding and distribution of public documents.

The chairman reported his efforts to bring to the conference the Superintendent

of Documents, Mr. August Donath, to present in person a paper on the new printing bill. A failure of Congress to provide in the appropriations for traveling expenses for this and similar purposes, made this impossible. The chairman, Mr. Godard, reported that he had laid before the Senate Committee on appropriations the advisability of appropriating funds to pay expenses of the Superintendent of Documents, or some other competent official, while trying to get into closer relations with the depository and other document

libraries. The secretary read a letter from the clerk of the Committee on appropriations reporting that Mr. Godard's letter would be called to the attention of the committee at the proper time. The following letter from Mr. Donath on the subject of public documents, dealing especially with the new printing bill, was read by Mr. Geo. N. Cheney of the Court of Appeals library, Syracuse, N. Y.

Office of Superintendent of Documents,  
Washington June 8, 1912.

My dear Mr. Godard:

Complying with your kind invitation to send to your committee a paper dealing with the subject of public documents from a standpoint of interest mutual to your association and to this office, I herewith submit a few words covering the subject as briefly as its intelligent discussion will permit. I deem it a privilege to be able to address those to whom this is a live subject, and regret all the more that Congress does not seem inclined to endorse recommendations, repeatedly made, that would bring the members of your association and the official in charge of this branch of the public service into more intimate intercourse. This would surely be in the interest of better service on the part of this office and a clearer interchange of expert opinion that could not be otherwise than beneficial to the cause which the law creating our connection was intended to serve.

The idea underlying the legislation that created "designated depository libraries" was undoubtedly the intent to create five or six hundred places throughout this broad land where the history of the country, as expressed in the printed page, should be accessible to the public. A very good intention, and one very largely impractical. When it is remembered that the yearly output of public documents is nearly a thousand, and that a steadily increasing amount of shelf room is required to make all these accessible, even those who only have a superficial acquaintance with the subject will see that to live up to the requirement which accompanies the designation is beyond the ability of perhaps the major

number of the libraries now regularly supplied. Only in the larger cities and the most prosperous communities are there libraries able to cope with this "contract." Added to this cause for failure to carry out the intent of thus creating permanent places accessible to the student of the history of his country has been the right of a Senator or Representative to change the designation at the beginning of a Congress, thus leaving the discarded institution with a partial supply of public documents, and starting the new selection with a void that is never filled. Poor business, surely. And it is this condition that the official now in charge of the Public Documents Division has worked very hard to have amended.

I am glad to be able to state that light seems to have broken on this matter. After repeated searching inquiries on the part of the Printing Investigation Commission the true situation seems to be understood, and the measure popularly known as the New Printing Bill, which deals with the whole subject of the public printing, promises to establish a connection between the libraries of the land and this office that shall be of more benefit to the public and at much less expense than the operation of the law of January 12, 1895, permitted. At present writing this bill has passed the Senate, has been favorably reported, with amendments, to the House, and appears to be in shape for speedy final action. It contains many provisions that make for economy in the public printing, but I will only mention what is of more immediate interest to the libraries of the country.

To begin with, the law will permit selection, at stated intervals, of the class of publications that a designated library is able or desirous to handle. What a relief that will be can best be appreciated by the officials in charge of the smaller libraries. It will serve them, and it will likewise save money to the Government. The volume of literature sent out from here that later is returned can only be realized from personal observation. My personal acquaintance with it began on the day I took charge of this office. There were moun-

tains of it, and in a few months, so the Public Printer informed me, he desired to lay before the Committee on Printing his report recommending how much of the accumulation seemed worth returning into stock, and how much should be sold as waste paper. However, the subject has become so familiar to the law-making body that remedial action is now apparently in sight.

The bill likewise assures that permanency to a designated library without which the original intent, above fully stated, is defeated. Once designated, no change in the political representation in Congress from that particular locality will affect the library's status. Thus the two causes that have operated to nullify the intent to create permanent depositories of the country's history will be removed. And while the question of selection may at first seem somewhat of a problem to many librarians, I feel confident that this matter will soon work smoothly and satisfactorily. I should not forget to mention that besides the privilege of thus curtailing their receipts from this office, libraries may also, in certain cases, receive duplicates that they find desirable.

Among other provisions of the new bill that will appeal to your committee I may mention that it goes a long distance in carrying out the slogan, "one edition for one book," by taking out of the numbered Congressional series all annual and serial publications and those of which a Departmental edition has been printed, the only exception being the Messages of the Presidents and the Annual Reports of the heads of the nine Executive Departments. This elimination of document numbers will materially reduce the size of what is commonly known as the "sheep set," and I also expect that it will enable a speedier delivery of this class of publications, besides permitting a return to the old custom of placing the serial number on each volume.

I believe the foregoing covers in as condensed a form as the subject admits the matters just now of greatest interest in the dis-

cussion of the subject of public documents. I need not assure you, and through you your associates, of the earnest desire on the part of this office to co-operate to the fullest possible extent with the good work that the libraries of the country are doing in advancing the intelligence of a people whose will is the foundation of our Government. The greatest menace to a government of the people is ignorance, and no agency is superior to the libraries of the land in combating this foe of free institutions.

In the hope that these remarks will be kindly received, and assuring you of my personal regard, I have the honor to be,

Very respectfully,

AUGUST DONATH,

Superintendent of Documents.

GEO. S. GODARD, Esq., Chairman,

Committee on Public Documents,  
American Library Association.

Before discussion was opened, the secretary of the meeting read a courteous letter from Hon. Reed Smoot, Chairman of the Senate Committee on Printing, expressing regret at his inability to deliver at the Conference an address on the general topic of printing, binding and distribution of Government publications, and referring with appreciation to the intention of the A. L. A. Committee to deliver to him a concise report of the suggestions made by the librarians interested in Government publications. Discussions followed.

Mr. Henry J. Carr, a former president of the A. L. A. and a veteran document librarian, advocated concentrating the efforts of the association on getting the bill through in its present form, on the ground that it was now so nearly satisfactory, and had already been so long in preparation, that further delay would be unfortunate.

Mr. J. D. Thompson, formerly chief of the Department of Documents in the Library of Congress, now librarian of the Columbia University Law library, introduced the question of a limited distribution of bills. The following suggestions were made:

By Mr. Thompson (1) that public and private bills form separate numbered se-

ries, the former to be distributed to libraries requesting, or, if necessary, subscribing through the Superintendent of Documents, or (2) that the text of any bill under consideration should be included in the printed report on the same.

By Mr. Thorvald Solberg, United States Registrar of Copyrights, that every bill which has passed one house should be printed in a permanent form convenient for library use.

By Mr. Clement W. Andrews, librarian of the John Crerar library of Chicago, that bills not favorably acted upon should also be included in any scheme to be suggested; that better provision be at the same time recommended for supplying reports of hearings to interested libraries.

By Mr. William R. Reinick, chief of the Public Documents Department of the Philadelphia Free library, in favor of Mr. Thompson's suggestion of separate series for public and private bills, and of better distribution of reports of hearings.

By Mr. Herbert S. Hirshberg, reference librarian, Cleveland public library, that bills be printed in the Congressional Record.

By Miss Edith E. Clarke, now chief cataloger in the library of Syracuse university and formerly on the staff of the Superintendent of Documents, that the Superintendent of Documents be given a certain specified number of copies of bills to be distributed to libraries on request.

By Mr. R. R. Bowker, editor and publisher of the Publishers' weekly and the Library journal, that bills favorably reported be included in Committee reports; that reports of hearings be included in the document series; that the Superintendent of Documents be given the power to distribute, on request, copies of individual bills.

By Mr. Solberg, that texts of bills be included in committee reports whether reported favorably or not.

In conclusion the following resolution was introduced by Mr. Thompson:

**RESOLVED**, that the Committee on Public Documents recommend to the proper

Congressional authorities that there be appended to each Committee report on a public bill, when printed (1) the text of the bill and (2) the testimony taken if stenographically reported and not confidential.

This resolution was adopted.

Further suggestions regarding other provisions of the printing bill were made as follows:

By Mr. Thompson: That unbound numbered documents be distributed in advance of the bound volumes, and that librarians be given option as to the form they prefer.

By Mr. Andrews: That some provision be introduced which should place in the hands of some one higher in authority than the blanket clerk, the power to place documents in the confidential nondistributable class and thus keep out of that class documents of general library interest which are not confidential.

The chairman then introduced the subject of daily lists of documents, with a suggestion that lists be prepared in the Senate and Assembly Document Room and printed daily in the Congressional Record, of all documents received the day previous in the document rooms. Such a list should meet with favor from Congress because prompt notice of publication would be valuable to Congressmen as well as to libraries.

Doubts of its practicability were raised by Mr. Solberg and Mr. Andrews. The latter referred to the difficulty arising from the fact that the Congressional Record was published only during the sessions, and suggested that the public printer furnish the lists. Miss Laura A. Thompson considered the difficulty raised by Mr. Andrews a small one because fewer documents and documents of less immediate interest were issued when Congress was not in session.

Miss Clarke stated her opinion that the Superintendent of Documents should issue the list as a daily bulletin. Mr. Ernest Bruncken of the office of the United States Register of Copyrights, by letter advocated this plan. Mr. Godard stated that



the Superintendent of Documents was unwilling to undertake it. Mr. Thompson stated that the necessity of sending it out by mail daily made it impracticable. It was decided to take no action on this particular matter. The following resolution, however, was moved by Miss Clarke and carried:

**WHEREAS:** The reading public of the United States are looking more and more to the libraries and especially to the depository libraries, to supply to them and advise them about all the publications of the United States Government, and

**WHEREAS:** The librarians must of necessity largely depend for information as to these publications, upon the catalogs and bibliographical aids issued by the office of the Superintendent of Documents, and

**WHEREAS:** Promptness in the printing of these bibliographical aids is most essential to the timely use of current government material. Therefore be it

**RESOLVED,** That the librarians of the American Library Association assembled at Ottawa, respectfully urge the Superintendent of Documents to use all reasonable haste in the compilation, printing and distribution to libraries, of the Monthly Catalog of United States Public Documents and of the Document Catalog, so that they may be available in libraries as soon as possible after the periods covered by the same.

Mr. James I. Wyer, Jr., director of the New York state library, Albany, called attention to the withdrawal of free distribution of the specifications and drawings of United States patents, and moved the following resolution, which was carried:

**RESOLVED:** That the librarians of the for a limited free distribution of the bound volumes (or less desirable, the unbound volumes) of the Specifications and Drawings of the United States Patents, the Superintendent of Documents, perhaps, to designate or determine such libraries upon presentation of good reasons.

Mr. Charles H. Hastings, chief of the card section in the Library of Congress, expressed regret at the impossibility of

printing on Library of Congress printed cards the volume numbers of the documents in the Congressional series, since the documents were not assigned to volumes until some time after publication.

The following resolution, proposed by Mr. Thompson, was adopted;

**RESOLVED:** That the Committee on Public Documents recommend that arrangements be made at the Government Printing office for the assignment of bulletin or document numbers at a later stage than at present, in order that they may correspond more nearly with the order of publication, and that wherever possible, documents be assigned to their volumes in the Congressional series at the time of publication in order that the volume numbers may be used in cataloging.

Mr. Solberg called attention to the unsatisfactory method of numbering Treasury decisions and decisions of the Attorney General.

Attention was called to the House amendment making centralization of distributors in the office of the Superintendent of Documents obligatory to all departments. A similar provision was stricken out of the Senate appropriation bill.

Mr. Thompson and Mr. Solberg opposed obligatory centralization and suggested that the association register with the Senate Committee on Printing its disapproval on the grounds both of economy and of promptness of service.

Mr. Bowker expressed a hope that the association would strongly endorse the attempt now being made to establish a legislative reference department at the national capital.

Mr. Wyer moved that the Committee on Public Documents send a resolution of thanks to the Senate and House Committees on Printing and to the Superintendent of Documents, for their uniform courtesy and careful consideration of the several suggestions made.

This motion was carried. The meeting then adjourned.

# AMERICAN ASSOCIATION OF LAW LIBRARIES

Seventh Annual Meeting, Ottawa, Canada, June 26-July 2, 1912

## FIRST SESSION

(June 27, 1912, 2:30 p. m., at the Chateau Laurier.)

The meeting was called to order by President Godard, forty-four being present.

The president introduced Mr. H. H. Bligh, K.C., librarian of the Supreme Court of the Dominion, who welcomed the association to Canada and expressed the hope that the sessions would be profitable and that the stay in Ottawa would be enjoyed. He invited the members of the association to visit his library.

President Godard then addressed the association.

The report of the treasurer was read by the secretary, as follows:

To the American Association of Law Libraries:

Your treasurer respectfully reports the following receipts and expenditures: on August 24th I received a statement from Mr. F. O. Poole, former treasurer of the association, and a list of receipted bills which total \$943.71. These receipts are expenditures made by Mr. Poole on behalf of the Association since the balancing of his books on May 5, 1911.

For the period from Aug. 26, 1911, to June 24, 1912, the following receipts and expenditures were made: It might be well to state here that your treasurer was elected at the annual meeting of the Association held at Pasadena in May, 1911, but the financial affairs were not turned over to him until the above date.

### Receipts

F. O. Poole, to balance account..\$	88.58
Subscriptions for Index.....	666.50
Dues .....	316.00
Advertising .....	263.75
Overpayment of dues.....	.26
Overpayment of subscriptions....	4.00
	<u>\$1,335.09</u>

## Expenditures

Treasurer, printing &... supplies .....	\$ 37.87
G. G. Glasier, express ...	3.96
H. L. Butler, typewriting for 1911 .....	11.35

### The Index

Composition, printing & binding No. 2 & No. 4 and storage on back number as per bills...	447.45
Salary of Karl Ed. Steinmetz as Mgr. Editor as per agreement with Executive Committee..	400.00
Salary of Frederick W. Schenk as per agreement with the Executive Committee.....	80.00
Printing the report of the Committee on Sessions .....	1.75
Wrapping and shipping No. 2 of the Index....	10.41
Wrapping and shipping No. 4 of the Index....	12.52
Supplies furnished the Editor of the Index, and express .....	19.05
Return of overpayment of dues .....	.25
Refund of subscriptions.	4.00
	<u>1,028.61</u>

Balance in First Nat'l. Bank, Montpelier, Vt.	<u>\$306.48</u>
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Your treasurer wishes to express at this time his appreciation of the many favors of the different officers of the association.

Respectfully submitted,

E. LEE WHITNEY, Treasurer.

The secretary reported that aside from arranging the program of the annual meeting, taking up details with reference to the election of new members, and other

routine matters, the Executive committee had been obliged to meet the situation arising from the much regretted resignation of Mr. Gilson G. Glasier, as editor of the Index, after the publication of the first number of volume 4. It was finally decided to engage Mr. Karl E. Steinmetz, as editor of the balance of volume 4 at slight increase in compensation over the amount he received for indexing. The negotiations consumed so much time that after the publication of No. 2 of volume 4, it was decided to omit the third number, and to proceed forthwith with the preparation of the annual number which was to contain all index material of the year, including that which would have appeared in the third number.

At the meeting of the Committee in Cleveland, December 29-30, there was received from Mr. Schenk a proposition for doing the indexing and editing of volume 5 of the Index which was so favorable to the association that the Committee decided to accept it. Arrangements were effected which the Committee believed would place the work on a firm basis.

Members were urged to do their best to secure new subscribers.

On motion by Mr. Small, the president was directed to appoint an auditing committee, a nominating committee, and a committee on resolutions, of three members each, which committees were directed to report at a later session during the convention. The president appointed the following committees:

Auditing Committee: Mrs. M. C. Klingensmith, Miss Frances D. Lyon, Harold L. Butler.

Nominating Committee: A. J. Small, E. A. Feazel, C. J. Babbitt.

Committee on Resolutions: E. M. Borchart, F. B. Crossley, F. O. Poole.

Dr. G. E. Wire, chairman, reported progress on behalf of the committee on the Reprinting of Session Laws. This report, together with other reports and papers not set out in this number, will be found in the Law Library Journal published by

this association in conjunction with the Index to Legal Periodicals.

Mr. George N. Cheney, chairman, on behalf of the committee on the list of law libraries and librarians, reported progress.

Mr. O. J. Field, chairman, on behalf of the committee on Latin American Laws, reported that that committee had received but one response to about thirty letters sent to various South American legal institutions. This reply came from Brazil, and called attention to the fact that the National Press of Rio de Janeiro had for sale the public laws of the country. The committee hoped to report additional information at the next annual meeting.

Mr. Poole, temporary chairman of the committee to confer with the Library of Congress on shelf classifications for the law department, reported that a series of questions had been propounded by the Library of Congress, a copy of which had been sent to each member of the committee, and that replies thereto had been received from Mr. Hewitt and Mr. Babbitt, which replies had been transmitted to the Library of Congress. No further action was taken by the committee pending further word from the Library of Congress, which library since that time has seemed to be fully occupied with other matters.

Mr. A. J. Small, chairman of the Committee on Bibliography of Bar Association Proceedings, reported that a complete list, prepared by Mr. Francis Rawle, of Philadelphia, had been received by the committee, but that, in accordance with Mr. Rawle's request, details given in this list—many of which were in very abbreviated form—would have to be put into bibliographical shape before publication. It was further reported that arrangements would be effected whereby this work might be done, and publication secured.

Mr. Small, chairman of the Committee on the Bibliography of American Statute law, reported progress.

On motion of Mr. H. L. Butler, it was voted to accept the reports of the special

committees so far received, and to continue all the committees, subject to such change in personnel as might seem necessary to the incoming president, and further, that all committees be directed to report at the next annual meeting.

Mr. John B. Kaiser, librarian of the Department of economics and sociology of the University of Illinois, read a paper on library school training for employees of law libraries. This was followed by an animated discussion.

On motion, it was voted to adjourn, to meet again on June 28th, at 9:30 a. m.

## SECOND SESSION

(June 28, 1912, at 9:30 a. m., at the Chateau Laurier.)

President Godard called the meeting to order and stated that the first matter to be taken up was the consideration of the "Tentative list of subject headings for a law library catalog" prepared by the Library of Congress.

Mr. Edwin M. Borchard introduced the matter. He stated that the list had been prepared primarily for the use of the Library of Congress in its own catalog and in the work of printing catalog cards for distribution. It was hoped that the list in its final form would be of help to law libraries throughout the country, and to this end criticisms of the tentative list and suggestions were asked for.

Mr. Borchard then took up the headings in regard to which there might be difference of opinion, and explained the decision reached by his library. He pointed out several cases where changes had already been made in the list.

Considerable discussion ensued on various points.

At the suggestion of Mr. Borchard, the president was, on motion, directed to appoint a committee of three to confer with the Library of Congress on the matter of these subject headings.

The president announced the committee as follows: George N. Cheney, Luther E. Hewitt, J. David Thompson.

On motion, the resolutions committee was directed to draw up and present at a later session of the convention, a resolution of thanks to the Library of Congress for undertaking this work.

The president announced that the nominating committee was ready to make its report.

The nominations presented by this committee were as follows: President, Franklin O. Poole; 1st Vice-President, Frederick W. Schenk; 2d Vice-President, Mrs. M. C. Klingelsmith; Secretary, Miss G. E. Woodard; Treasurer, E. Lee Whitney; Executive Committee, E. O. S. Scholefield, O. J. Field, E. J. Lien.

On motion, the report was accepted and the president was directed to cast one vote for the candidates mentioned.

The president announced that he had cast the vote and that the above officers were elected to serve during the ensuing year.

On motion, the meeting adjourned until June 30, at 9 p. m.

## THIRD SESSION

(June 30, 1912, 9 p. m., at the Chateau Laurier.)

Mr. Butler, of the auditing committee, presented a report on behalf of the committee, as follows:

The auditing committee begs to report that it has audited the books of the treasurer for the year ending June 24, 1912, and finds same to be correct.

Respectfully submitted,  
MARGARET C. KLINGELSMITH,  
FRANCES D. LYON,  
HAROLD L. BUTLER.

On motion, the report was accepted and the treasurer's report was approved.

Mr. Poole, on behalf of the committee on resolutions, presented a number of resolutions acknowledging the services to the profession of the Massachusetts State library in publishing a list of American statute law, and the catalog of foreign statute laws; of Mr. Francis Rawle in presenting to the association for publication

his list of Bar Association proceedings; of the Library of Congress in compiling a list of subject headings for law library catalogs, and the Guide to the legal literature of Germany; and to all those who contributed to the program of the meeting, and had been instrumental in making the stay of the members in Ottawa so pleasant and profitable. There was also presented a resolution in acknowledgment of the life work of William J. C. Berry, one of the charter members, and formerly librarian of the Association of the Bar of the City of New York, and of Stephen B. Griswold, the only honorary member of the association, and formerly state law librarian of New York. All these resolutions were unanimously adopted.

Mr. A. J. Small stated that he had received many requests for information regarding shelf classifications of text books

in his library and moved that the president appoint a committee of three to gather information regarding such classifications in the several libraries and prepare the same for publication. After discussion the motion, being seconded, was duly carried. On motion it was voted to appropriate \$25.00 for the expenses of the committee. The president announced the committee as follows: Miss G. E. Woodward, G. N. Cheney, E. A. Feazel.

The business of the association having been completed it was on motion, voted that the meeting adjourn sine die.

In addition to the above sessions, the association met in conjunction with other bodies in two joint sessions, the first with the National Association of State Libraries and the Special Libraries Association, and the second, with the Bibliographical Society of America and other bodies.

# LEAGUE OF LIBRARY COMMISSIONS

Ninth Annual Meeting at Ottawa, Canada, June 28-July 1, 1912

## FIRST SESSION

(Friday, June 28, 2:30 p. m.)

The first session was called to order by the first vice-president, Mr. C. H. Milam, of Indiana, in the absence of the president, Miss Cornelia Marvin, of Oregon.

It was voted to waive the reading of the minutes of the last annual meeting. The financial report of the secretary-treasurer was read and accepted.

The chairman appointed as a nominating committee to report at the last session, Charlotte Templeton, A. L. Bailey, and Mrs. Percival Sneed.

Miss Elizabeth B. Wales then presented the following report on charter provisions for public libraries in cities having the commission form of government.

## REPORT ON CHARTER PROVISIONS FOR PUBLIC LIBRARIES IN HOME RULE OR COMMISSION GOV- ERNMENT CITIES

The present chairman took charge of the work about May 1st. The committee found the time remaining so short that it was deemed inadvisable to attempt to prepare material for the League at this meeting. Therefore your committee begs leave to report progress and submit an outline of its plans for criticism and suggestion.

The discussion of the subject seemed to indicate that the difficulties might fall into two classes. Cases involving a satisfactory library law in danger of change, and difficulties occasioned by attempt to better the original law under the Commission government; and a further division including cases where the commission law as passed was inapplicable to the library government, or conflicted with the law. The committee suggests dealing with the matter by statute law rather

than by city charter provision, and would suggest as a method, that:

(a) Two provisional sections be drafted, one to insure the continuing in force of the state library law already on the books, to be used in states where such continuance is for the interest of the library; another to provide for the organization and control of the library under commission government by a definite statement in the commission law to override all former statutes, to be used in states where the present law is not satisfactory.

(b) These sections be submitted to the heads of library commissions for criticism, accompanied by a letter of explanation embodying the question, "Would such state law meet the problems of libraries in commission governed cities in your state?"

Another and perhaps better way of securing the result would be to write to library commissions and ask these questions:

(1) What difficulties have arisen in the library administration of commission governed cities in your state?

(2) What remedies would you suggest to meet these difficulties?

(3) Would you incorporate these suggestions in the laws of your state or in the charters of your cities?

The committee also suggests that a letter be written to Mr. Richard S. Childs, stating the main difficulties experienced and requesting an opinion regarding the best method of meeting them. Mr. Child's known interest would no doubt bring an enlightening answer to any communication of reasonable length.

Miss Tyler has generously permitted the committee to use the letters received by her in the preparation of her paper for the Pasadena conference, and to these cities one or two questions might be sent bearing upon the special conditions de-

veloped. This "second appeal" may be made extremely valuable by careful treatment; for instance, there are twelve cities which have experienced change in the number of trustees representing the effect of the law in California, Iowa, Illinois, Michigan, and S. Dakota; three report a board elected by the Commission or council instead of appointed by the mayor; again the Michigan law, and also that of Massachusetts and North Carolina; two (Lewiston, Iowa, and Decatur, Ill.) report supervision of buildings and grounds by city committees; two (Des Moines and Tacoma) mention the value of increased publicity; one (Colorado Springs) reports civil service; there were in this first inquiry between twenty and thirty "no change" reports; some of these said no change "as yet." There were many special points noted in the letters which would repay investigation by the committee.

We shall hope for a generous coöperation from the members of the League, if it be your pleasure to continue this committee.

Respectfully submitted,

ELIZABETH B. WALES, Chairman,  
CARL H. MILAM,  
M. S. DUDGEON,  
ARTHUR L. BAILEY.

The report was accepted and the committee continued.

In view of the work being done by a committee of the A. L. A. Council on library laws and charter provisions, the League committee on the motion of Miss Tyler, was instructed to coöperate with the A. L. A. Council committee.

Mr. M. S. Dudgeon reported the work of the Committee on Library post as follows:

#### REPORT OF COMMITTEE ON LIBRARY POST

Your committee on library post reports as follows:

The present status of federal legislation is thus given in a letter received from the Hon. John J. Esch, member of Congress from Wisconsin.

"The post office appropriation bill, as it passed the House recently, provided for a rural parcels post with rates of 5 cents per pound, and 1 cent for each additional pound up to eleven pounds. These rates, however, are confined to parcels emanating in the town from which the route runs, or along such route, with the right of interchange of packages from route to route. As few books exceed a pound in weight this would mean a charge of 5 cents. The post office appropriation bill is now before the Senate. What action it will take remains to be seen. The House bill contained a provision for the appointment of a commission to investigate the whole subject of a general parcels post, the commission to make its report to Congress by the opening of the next regular session in December."

#### Parcels Post vs. Library Post

Our League president forwards the following letter from a Washington correspondent who is evidently perfectly familiar with the subject:

"I am in receipt of your letter of May 17th, asking me whether there is any hope of getting a library post, and in reply will say that if you mean a special act providing for a library post, separate and distinct from other postal service, I do not think that there is any hope of getting it in the near future.

"I do think, however, that the parcels post bill which Senator Bourne has proposed, if passed at this Congress, will very rapidly develop into a law which will be entirely satisfactory for library purposes. The average library book weighs slightly over a pound, but will come easily within two pounds. Under Senator Bourne's bill the rate on rural routes would be 5 cents for the first pound and 1 cent additional for each additional pound; within the fifty mile zone, 6 cents for the first pound and 2 cents for each additional pound; within the two hundred mile zone, 7 cents for the first pound and 3 cents for each additional pound. These rates were decided upon with a certain margin of profit to the government so that there would be no possibility of the government sustaining loss. It was believed that it would be disastrous to the parcels post movement to have any loss at the beginning. Such a loss would serve as an excuse for the abandoning of a parcels post. I am very certain that if this bill should be passed one year's experience would demonstrate that the rural rate could be reduced to 4 and 1 cent, making 5 cents for a two

pound package; the 50 mile zone could be abolished and the rate for the 200 mile zone fixed at 5 cents for the first pound and 1 cent for each additional pound. The 200 mile zone, at that rate, ought to give you as good a library post service as you can expect to have within a number of years. I do not think that you can expect to get a law enacted which will provide for the carrying of library books at less than cost. It is no argument to say that the government is now carrying newspapers at less than cost. It made a mistake in establishing such a rate, but having made it, it cannot easily increase the rate.

"You ask whether there is anything the library people can do to forward this matter. My opinion is that the one thing you could do would be to help get sentiment back of a general parcels post so that a bill on a zone basis with rates varying according to distance, will be passed by this Congress. When we once get a law of that kind, its development will be very rapid. The trouble will be to get the first law on the statute books."

#### Senator Bourne's Bill

The bill introduced by Senator Bourne seems to be all that we can hope for at present. A summary of it follows:

Postal rates on parcels vary with distance, thus protecting local merchants and competing with express companies.

Third and fourth classes of matter are combined.

A special rate of one cent an ounce up to four ounces is provided for circulars and small packages of goods.

Rates are as follows:

Local, city and rural delivery only, 5cts for the first pound and one cent for each additional pound.

Within 50 miles zone, 6cts for the first pound and 2cts for each additional pound.

Within 200 miles zone, 7cts for the first pound and 3cts for each additional pound.

Within 500 miles zone, 8cts for the first pound and 5cts for each additional pound.

Within 1,000 miles zone, 9cts for the first pound and 5cts for each additional pound.

Outside 2,000 miles zone, 12cts for the first pound and 10cts for each additional pound.

These rates are based on a careful computation of the actual cost of col-

lecting, distributing and delivering packages, plus the actual cost of transportation.

Weight limit, 11 pounds and maximum charge 12cts, the international limit and rate.

#### Committee Progress and Recommendations

The committee has canvassed the situation carefully and corresponded at some length with many persons. It has also suggested that the various commissions take up and follow the matter with their respective congressmen. Many commissions have done this. South Dakota, at its annual library association meeting adopted a formal resolution to be forwarded to senators and congressmen for the state.

The committee recommends:

1. That the secretary of each commission which has not already done so immediately communicate in a personal letter as already suggested with each senator and congressman from his state.

2. That each state commission at its next annual meeting adopt a resolution endorsing a parcels post law similar to Senator Bourne's measure, urging low rates on rural routes, and a zone system and send such resolutions, signed if possible by all the members of the commission, to each senator and congressman in the state.

3. That each state library association do the same.

4. That this League adopt such a resolution, and that the secretary from each commission sees that such resolution reaches the senators and congressmen in his state.

5. That efforts to secure a separate library post law be abandoned for the present.

Respectfully submitted,

M. S. DUDGEON, Chairman.

The report was accepted and the committee continued and the secretary of the League was instructed to place its recommendations before the Council of the A. L. A., in order to secure the cooperation of



that body. The members of the League were particularly urged to assist the committee in its efforts.

A report of the committee in state school library systems, in the absence of Miss Martha Wilson, the chairman, was read by the secretary. It consisted chiefly of a summary of the school library laws of the different states. The report was accepted.

The report of the committee on study clubs outlines, prepared by Miss Margaret Brown was read by Mr. Dudgeon. It was as follows:

#### REPORT OF COMMITTEE ON STUDY OUTLINE

The committee finds that the difficulties encountered by traveling libraries in attempting to supply satisfactory and adequate reference material to the many study clubs largely dependent upon them for books, is chiefly because of the miscellaneous program, covering a wide variety of subjects.

In addition to this, many traveling libraries receive requests for study outlines or are asked to prepare them; hence it was decided by the committee that a plan should be submitted for the preparation of study outlines.

This plan once in use by traveling libraries preparing outlines, would bring about a certain standardization, thus making an outline prepared by one useful to all. Such a plan could not only be utilized by traveling libraries but by other organizations concerned in providing outlines for study clubs.

A plan was presented at the mid-winter meeting of the middle-west section of the League, which after discussion has been revised and is herewith again presented with the following recommendations:

**First.** Plan for preparation of study outlines

##### **Basis.**

**A.** One book selected as foundation for outline. If a single book suitable for text cannot be found, outline to be based on fewest number of books necessary for the

purpose. Texts selected to be authoritative, reasonable in price, readable and stimulating.

**B.** Five to ten books as collateral reference. Selected to cover subject in study outline and amplify the text. Publisher and price given for all books included, for use in purchase. A more extended list of books can easily be prepared by any library where additional material is available.

Lessons should be outlined by:

**C.** Question method. Five to ten definite questions on each lesson.

**D.** Or, Topical method. Topics assigned under each lesson should be those which present special phases of the general subject. The two methods may sometimes be combined. Written papers, if included under either Question or Topical form of study outline, should be assigned only for subjects which require some degree of original thought; all information to be derived from text books and encyclopedias should be covered by the regular lesson for oral discussion. Note. Number of meetings of study clubs vary. Probably not less than sixteen or more than twenty-six lessons. Many average two meetings a month. October to May.

**Second.** That this committee be authorized to draw upon the League treasury for a definite sum for the employment of a capable compiler to prepare outlines based on this plan.

**Third.** That if possible the cooperation of some publisher be secured to print the outlines thus prepared, or others passed upon by the committee, and furnish them at reasonable cost to the various commissions operating traveling libraries and to club and individuals desiring them.

**Fourth.** That the study outline committee be constituted a sub-committee of the publications committee and be empowered to select subjects, revise and pass upon all outlines submitted, before printed.

MARGARET BROWN, Chairman.

### Explanatory Notes on the Plan of Preparation of Study Outlines

A. The use of a few designated books (or a single book) as a basis for common study of the same subject, or closely related topics, provides the means by which the unity and coordination is secured, which is essential for effective and satisfactory results.

Each member may, if she so desires, provide herself at nominal cost with the source references necessary to cover the essential point contained in the outline.

B. The books for collateral reading should be carefully evaluated and selection based upon their real value in supplementing text, from the standpoint of reliability, readableness and stimulative quality, also that the price shall not be prohibitive of purchase by clubs, local public libraries and duplication in traveling libraries of large number of copies for use in supplying many different clubs.

Any local or traveling library may easily provide additional books for collateral reading whenever the collection permits. It is not, however, deemed advisable to have such extended lists incorporated in the outlines; as a demand would then be created which could not be supplied by the small library, and therefore would become a handicap and embarrassment.

C. In outlining lessons by the question method, the questions should be so formulated as to stimulate discussion; not simply to be answered in the affirmative or negative.

The question method permits a free expression of individual opinions based on personal reading. Such "discussion awakens the keenest interest through the activity of different minds upon the same fact or idea," as each member is expected to prepare herself to answer all questions.

The question method is endorsed by many educational experts as a desirable method for the conduct of study classes, and has been found to be practical and satisfactory by many study clubs.

D. In outlining lessons by the Topical

method, care should be taken to include no more topics than can be thoroughly discussed, and such phases of the subject assigned as topics as will amplify the general subject which has been studied in common by all members from the text upon which the outline is based.

The report was accepted. On the motion of Mr. Bliss it was voted that the chairman of the committee be authorized to draw upon the treasurer of the League for any amount not to exceed \$100.00 to defray the expenses of preparing some experimental outlines carrying out the plans suggested in the report. It was moved by Mr. Dudgeon that the chairman be instructed to enter into negotiations with some publisher to secure coöperation in printing study outlines approved by the committee, to be sold to study clubs and library commissions at reasonable cost. Carried. On the motion of Mr. Bliss, it was voted to continue the study outline committee, with Miss Brown as chairman, and to authorize the committee to select subjects, revise and pass upon all outlines before printed.

Adjourned.

### SECOND SESSION

(Saturday, June 29, 8:30 p. m.)

As there were several important committee reports still to be received it was voted to hold a meeting on Monday afternoon at 4:30 to complete the transaction of business. Mr. Milam then turned the meeting over to Miss Miriam E. Carey, of Minnesota, and the evening was devoted to the consideration of libraries in institutions.

Miss E. KATHLEEN JONES, librarian of the McLean Hospital, Waverley, Mass., read a paper on

### LIBRARY WORK AMONG THE INSANE

I have been asked to talk about two things to-night,—our library at McLean Hospital in Waverley, Massachusetts, and my idea for organization among the state hospitals of the different states. By dint

of considerable money, much thought and labor and an unlimited amount of interest and coöperation with the librarian on the part of superintendent and trustees, we have been able to build up at the McLean Hospital something which approaches pretty near our ideal of what a library in a hospital for the insane should be. But in regard to the second subject I feel a little diffident, since there are several among you who have actually organized the institution libraries of your different states and combined them under one head, while I have only dreamed about it. Still, the dream and the vision must always be forerunners of accomplishment, and you also must have dreamed before you were able to build.

At McLean Hospital we have two libraries,—one for the use of the patients, which was started in 1835 with 160 volumes and now numbers over 7,000, and a medical library organized in 1887 and containing over 5,000 volumes. The two are kept entirely distinct with separate accession-book, catalog, classification and finances. The medical library comprises a fairly good department in general medicine and a very fine one in chemistry; but of course, its principal features are books and periodicals in psychology and psychiatry. We take 85 medical and chemical journals, most of them German, and the care of these periodicals alone is no slight task for the librarian. I will just say incidentally that, unable to find any classification for medical books which seemed at all adequate to our needs we have evolved one for ourselves, using the decimal idea in numbering. It is a thoroughly satisfactory scheme for us and we hope some time to print it for the benefit of the medical libraries in other hospitals for the insane.

Although our general library for the patients has been in existence for seventy-five years and more, for the first six decades it was conducted in a rather desultory manner, as indeed, most libraries were at that time. It was not till 1895 that any attempt at classification and cataloging was made, and not until

1904 was a trained librarian installed and the whole department put on a business basis. The expenditure of the annual appropriation was at that time put into the librarian's hands with directions to build up the library at her own discretion, subject, of course, to the approval of the superintendent and trustees. That the business basis is the only successful one, these figures show:—in 1904, after seventy years, the library numbered only 4,000 volumes, with few new books but a large assortment of old sermons and evangelical biography, and its circulation was about 5,000. During the eight years of the new regime, more than 3,000 volumes have been added and the circulation has increased to over 8,500.

During its seventy-five years of service our library has exemplified at least four important things:—first, as has been shown, that one cannot get such good results from the old desultory method of having a few books on the wards looked after by nurses, or even in a central library run by a stenographer in her spare moments, as from an organized, central library with a trained librarian at its head. Second, that although the business basis is the only successful one, the administration of it should be as simple and free from "red tape" as possible. The nearer a hospital librarian can keep her library to the idea of the private library and the more friendly and personal relations she can establish with the patients the more good she can accomplish. The third point I would make is that unless they are very ill and destructive, books are treated as carefully by the insane as by the users of the public libraries. Last year, out of 8,686 volumes taken out by patients and nurses, only 9 were lost or destroyed, and of these only two were charged to patients. It is the proud boast of one of our head nurses who has under him the next to the most violent and destructive ward on the men's side, that he has had out for his patients over 450 volumes in the last two years, and has not lost or had mutilated one single book!

The fourth and most important lesson

we have learned is that the value of a well-selected library can hardly be over-estimated as a therapeutic agent. I do not mean by this that a cure can be effected simply by reading the right books; that of course is absurd. But it is a fact recognized by all psychiatrists and at the basis of the treatment of the insane in all hospitals to-day, that whatever takes a patient's mind off himself and his own troubles and directs his thoughts into other and more wholesome channels, contributes to his recovery. And when amusement pall, handicrafts tire and golf and tennis are too strenuous, books and pictures will almost always help. It is for this reason that we have to be so careful of the kind of reading, especially of fiction, which we put into the hands of our patients. They must be wholesome stories; anything dealing with suicide or insanity is strictly tabu; also stories which are morbid or would be apt to arouse a morbid train of thought. With these exceptions the insane want and should have the same books which you and I read. Moreover, and I wish I could say this loudly and emphatically enough to be heard over the whole country, the insane are not imbeciles and they are not children, and they resent it when they are treated as such just as much as you or I would. If the old ladies like to re-read the stories they loved when they were young, so do old ladies everywhere, but they do not want kindergarten stories. And they are as interested in what is going on in the world and in keeping up with the times as anyone.

About once a week I go to Boston, look over the new books, select the ones I like the looks of and have them sent out "on approval." Every book of fiction is read by me, or if it is distinctly a man's book, by someone of the staff in whose literary judgment I can rely. The books which are kept are then classified and cataloged and either sent directly to some patient or ward where I know they will be appreciated, or else placed on the "new book shelves." Neither staff nor

until the patients have read them. The patients come over four evenings a week to the library, the men Mondays and Fridays and the women Wednesdays and Saturdays. Our library consists of two large and very beautiful rooms with open shelves and open fires. Some of the patients roam about and browse among the books, others sit at the tables and look at pictures and magazines, while still others join the ladies of the house who generally sit in the front library in the evening with their fancy-work and the fire. Sometimes we play cards with them.

Besides these four evenings, certain patients are sometimes allowed to come over in the daytime, and the nurses come in at any time of day to get books for some particular patient or for their ward. These "traveling libraries" on the wards are our most successful means of reaching those patients who are too feeble, or too ill, or who lack the initiative to come to the library and select their own books, but who will often get interested in a book which lies on the sitting-room table of their ward.

I am often asked what kind of books aside from fiction the patients call for. I suppose books with pictures would rank first, for patients who are too ill to read will often look at these by the hour. These picture-books comprise art books, of which we have a very fine collection bought and added to each year with money from a bequest to the hospital; Black's travel books; Country Life in America, etc. Next come the nature and out-of-door books; then literature, especially Longfellow, Whittier and Tennyson. History is seldom called for by the patients,—sociology and economics never; yet our nurses, especially our Canadian nurses who want to know about conditions in the States, frequently ask for these, and we have books on all these subjects; for, though our hospital motto is "Patients first," we find that whatever increases the intelligence of the nurses increases their efficiency, and we are glad to have them avail themselves of every opportunity for reading and study.

Frankly humorous books I have learned never to give to a depressed patient, and Miss Carey tells me she has had the same experience. If a patient is much depressed he seems to resent being cheered up if he knows it, and we all have realized in ourselves that unless we are in the mood for it there is nothing in the world so dreary as an avowedly funny story. Neither is there any call for collections like the "International library of famous literature," and the "Library of American literature," and in this matter too, Miss Carey agrees with me. Short stories also are at a discount here. The patients want novels which shall grip and hold their attention in spite of themselves. We all know that the complete librarian is supposed to have an extra sense of intuition, and I think I unconsciously say to myself in selecting books for the patients, "If I felt the way that patient looks as if he felt, what kind of books would I want?" Sometimes, though, one makes mistakes. For instance, —we have one patient, a dear old lady, somewhat prim, a little austere, a typical New England aristocrat of the old school, with whom one immediately associates "Cranford" and "Oldfield" and Mrs. de la Pasture. But this dear lady wants detective stories, if you please, and the more gruesome and bloodier they are the more she revels in them. In her estimation, "The Marathon mystery" and "The Boule cabinet" and "The Mystery of the yellow room" totally eclipse "Down our street" and "Queed" any day.

But while short stories are seldom called for, the "short story in long dresses" and bound by itself, is very popular with patients who are physically weak and unable to hold large volumes or to read very long at a time. I always keep a collection of these little books in a special bookrack so I can lay my hands on them at any moment. They comprise such titles as "Pigs is pigs," "The good Samaritan," "Philosophy Four," "Stickeen," "The perfect tribute," "Songs from Vagabondia," "The friendly craft," etc. Then I have other racks on tables and window shelves

which I keep filled with different books, changing them often. And I find that shifting the books on the shelves every little while brings into prominence some which have heretofore been overlooked. In short, I try to keep something new in the library all the time, even if only a new plant or arrangement of flowers, for the patients in a hospital of this sort are very dependent on outside agencies for diversion and interest, and their attention must be caught and held by some means or other.

So much for the reality: now for the dream.

Because the library in our hospital has been such a success, because it has so thoroughly proved its therapeutic value, I dream of the time when one as efficient shall be in every hospital in the country. The fact that ours is a private hospital means that we are not helped by the state; it also means that most of our patients, but by no means all, are on a paying basis; it most emphatically does not mean that we have the monopoly of the educated class. While it is true that there are many illiterates in the state hospitals, it is also true that there are in them thousands of men and women as well educated, as refined, as great lovers of books as those in our private hospital. For the majority, it is the question of money, not of education, which determines a patient's place in the state or the private institution. If our people value our library so highly, what must be their deprivation when because of lack of funds they have to go to state institutions where there are no books and periodicals or at best only a few old ones, never changed and seldom added to.

The state says it cannot afford to appropriate for each of its hospitals and asylums an annual sum sufficient to build up such a library as ours and maintain so many trained librarians, and the state is justified. But I have dreamed of a cooperation by means of which there shall be in every state one trained librarian who shall organize into a library what books there already are in each institu-

tion, advise and train in library methods those in charge, and buy from an annual appropriation such as the state can afford, new books which shall be sent from one hospital to another in the form of traveling libraries, and after they have gone the round be divided up among the individual institutions,—thus slowly building up each library. This organizer should be in the employ either of the State Board of Insanity (or its equivalent) or else of the State Library Commission. It would seem that the former would be more satisfactory and less complicated, as the state institutions already are under their control, but in some states the library commission seems to have been entirely successful in coöperating with the state board. One thing seems certain, that unless the state board and the hospital superintendents can be interested in the scheme little can be done; while with their interest and coöperation success is insured.

That this dream is practical has been proved in Iowa, Minnesota, Nebraska and a few other states. In New York, most of the state hospitals seem to have fairly good libraries, and the one at Middletown, N. Y., ranks very nearly with McLean in the number of volumes, and seems to be carried on very efficiently. In Trenton, N. J., there is a state hospital which has a memorial library with a good annual appropriation and which adds about one hundred and fifty books a year. I have with me the figures of the hospital libraries in nineteen states, if anyone cares to see them.

In my dream I see equal library advantages to every state hospital in the country, and I hear from them all the words they will say to you who are able to realize these dreams,—words our patients at McLean have said to us over and over again,—“You don’t know what this library has meant to me!” This is an opportunity for intimate helpfulness and real, practical usefulness which I hope everyone of you will try to introduce into his state.

In the discussion that followed, Miss Jones said the McLean Hospital library

had an appropriation of about \$300 a year for books alone for the patients, but thought that a state hospital library could get on nicely with less. Miss Templeton gave an account of state institutional work in Nebraska where the policy has been to get library work in these institutions under the control of the state library commission.

Mr. Dudgeon said that a list of simple industrial books had been prepared with much care for the prisoners in the Wisconsin state prison. Also that the chaplain helped in recommending reading for the prisoners, those who expected to get out being especially anxious to keep up with events and not be Rip Van Winkles when released.

Miss Carey, of Minnesota, said their state commission has made special efforts to know what the libraries of the institutions were doing, how many readers they had, and how many books they circulate. She said this familiarized the institutions with the commission and so the officers were glad to put the burden off on the commission. She thought it was impossible to do anything until the officers of the institutions were on your side; that this must be worked for until secured.

After discussion the session adjourned.

### THIRD SESSION

(Monday, July 1, 4:30 p. m.)

The third session of the League opened with a report from Mr. F. F. Hopper, of Tacoma, on the work of the Committee on federal prison libraries. His report was as follows:

#### REPORT OF COMMITTEE ON LIBRARIES IN FEDERAL PRISONS

The report of this committee made by Mr. Hadley at the Pasadena meeting, outlined correspondence with the Department of Justice in Washington, which Department has supervision of the penitentiaries including their libraries. After re-

peated efforts by Mr. Hadley, the department seemed to become interested in the libraries in the prisons, and friendly to suggestions for improving them, but the officials considered that proper library facilities were dependent upon the provision by Congress of a system of education for the prisoners. However, the department already had the authority to appropriate money from its own funds for the purchase of books for the prison libraries. In his report, Mr. Hadley recommended that a bill be introduced in the next Congress for an annual appropriation for books and their care in penitentiary libraries.

In 1911 catalogs of the libraries in the penitentiaries at Atlanta and at McNeil Island were prepared by the prison librarians and printed. After these were submitted to the Department of Justice, it seems to have been decided to adopt a definite policy for the annual expenditure of money for the purchase of books for one of these libraries, that at McNeil Island. This decision was probably hastened by the disclosures the catalogues made in regard to the kind of books already in the libraries. It is evident that fiction constitutes almost the whole of the collections. At any rate in January the attorney general wrote the secretary of the American Library Association that the department would spend \$100 annually for the purchase of books for the library at McNeil Island, and requested that a list of books be prepared, none of the books to be fiction, but chiefly history, biography and science. Mr. Utley asked the present chairman of your committee to prepare the list since the Tacoma library is the nearest to McNeil Island and the present chairman was somewhat acquainted with the conditions and needs there. A list of 500 titles, with a first choice of books to cost \$100.00 was considered, but the list was reduced to 175 titles, since it was deemed best to provide only for purchase for two years. Since the library already contained considerable fiction and the public libraries of both Seattle and Tacoma frequently

send the prison selected books from their discards, it was fortunate that the department wished no fiction on the list.

We have learned from the Department of Justice in the last few days that similar purchases were not contemplated for the much larger prisons at Atlanta and Leavenworth. No attempt was made to secure the introduction of a bill in Congress providing for an annual appropriation for books and their care in the penitentiary libraries, since it was already so late in the present session; since the new interest of the department under the present law appeared promising; and since it seemed desirable first to secure the discussion and coöperation of the American Prison Association and other societies interested in prison administration and reform. It was hoped that a member of this committee could present the subject of libraries in the federal prisons at the meeting of the Conference of Charities and Corrections in Cleveland during the present month, but it was not possible to carry out the plan. The American Prison Association has formally invited a member of the committee to discuss the same subject at the annual meeting of the association at Baltimore in November, and it is highly desirable that the invitation be accepted. It should be possible to interest and secure the powerful backing of the American Prison Association in securing the passage of any contemplated legislation looking to the improvement of prison libraries.

The warden of the prison at McNeil Island secures some fifty magazines as gifts by merely begging them from the publishers! At both Atlanta and Leavenworth, the only new magazines the prisoners see are those which they subscribe for themselves or which are sent by their friends.

In the Atlanta prison, a regular school is conducted, and whatever books are purchased from the general funds are school books. A school should be established at McNeil Island. At present there are no facilities for such work there but with the example of the one at Atlanta, it should be possible to urge effectively that the

department establish a school at McNeil Island.

In the coming year the commendable start which the Department of Justice has made in purchasing books for the prison at McNeil Island, should open the way for successful efforts in persuading the department to undertake much more liberal purchases of books for the libraries of the much larger prisons at Atlanta and at Leavenworth.

It is earnestly recommended that a vigorous presentation of the needs of the prison libraries be made to the department by someone in person, backed by all the influence obtainable. It is also urged that a list of fiction suitable for prison libraries be coöperatively made with the utmost care. The needs of the prisoner in his reading for recreation are very special, and many books entirely suitable for the open shelf room of a public library should be ruthlessly excluded from the prison. Expert knowledge of the psychology of the prisoner should in some way be obtained in preparing a list of fiction for reading in prison. It is better that the prisoner read not at all than that he should be given many of the books eminently fit for one in the normal conditions and relations of life.

FRANKLIN F. HOPPER, Chairman.

Mrs. Sneed supplemented Mr. Hopper's report with a report of conditions in the federal prison at Atlanta and of conferences which she had had with officials from Washington. It was her opinion, based on advice from the prison authorities that the only way to accomplish anything is for some one to go to Washington, put the case plainly before the Department of Justice and ask that an appropriation be made for libraries in the federal prisons. Mr. Dudgeon moved that Mrs. Sneed, Dr. Owen and Mr. Hopper act as a committee representing the League with full power to act, and that the League pledge itself to hearty coöperation. Carried. Miss Tyler moved that the secretary of the League send a communication to the Council of the A. L. A., stating the

progress of the committee and asking for its coöperation. On the motion of Mr. Dudgeon, \$50.00 was placed at the disposal of the committee to carry on its work.

The report of the publications committee was then presented by the chairman, Mr. M. S. Dudgeon. At his suggestion the recommendations of the committee were voted on as they were read.

The League adopted the first, second and third recommendation of the committee; took no action on the fifth, and adopted the sixth. The report of the committee was then accepted.

#### REPORT OF THE PUBLICATIONS COMMITTEE

Your committee respectfully reports the following:

1. A very definite demand has been presented to the committee from the various commissions calling for the publication of a buying list of about one thousand titles for use by small libraries. The committee has investigated the matter and is glad to report that Miss Zaidée Brown's list has been revised and brought up to date by Miss Webster of New York, and that this will admirably meet the demand. After going over the matter with Mr. Utley, it appeared that no advantage would result should this committee handle this publication. The committee recommends that the separate commissions deal directly with the New York state library. The committee is informed that the commissions will be circularized by the New York authorities for this purpose. The price is exceedingly reasonable, probably not exceeding two cents each in large quantities. It seems likely that arrangements can be made so that each commission can stamp or print upon the title page such matter as it sees fit.

We understand that copy of the list is now ready for the printer. When printed this list will also contain a magazine list.

2. It was suggested by the president of the League that the committee collect and print short paragraphs suitable for



publication in newspapers during local campaigns for a library. The committee recommends that this be undertaken by one of the commissions as a sub-committee, rather than by the publications committee.

3. Mr. Gillis of California, has suggested that each commission prepare a list of the best material available treating of the history of its state. This seems to the committee the function of the state library rather than the commission and it recommends that this request be referred to the National Association of State Libraries.

4. It was suggested that the committee reprint Moulton's "Aids to Library Work with Foreigners." This matter was referred to the A. L. A. Publishing Board, which has arranged for its publication.

5. The committee has been asked also to consider the publication of a buying list for traveling libraries, to be followed by a periodical supplement probably issued in mimeograph form. The questionnaire submitted to the commissions indicates that there would be only a limited use of such a list, many commissions maintaining that present aids are sufficient. The commissions exhibited so little interest in the matter that this question is submitted to the League without recommendation.

6. The loss resulting from the susceptibility of the trustee or librarian of many of the smaller libraries, to the subtle wiles of the eloquent book-agent, calls for some authoritative pronouncement upon the value, or lack of value, of subscription books. To make such a pronouncement seems to be the function of the A. L. A. Publishing Board. The committee therefore respectfully recommends that such board be requested to make proper provision for such pronouncement.

Respectfully submitted,

M. S. DUDGEON, Chairman,  
ZAIDEE BROWN,  
MARY E. DOWNEY.

In the absence of the chairman of the

committee on uniform financial reports for library commissions, the following report was read by the secretary:

#### REPORT OF COMMITTEE ON UNIFORM FINANCIAL REPORTS

The difficulties confronting the compiler of statistics of expenditures of library commissions or library extension departments are obvious, owing (1) to variations in organization and scope of work in different states, (2) to variations in accounting systems which must conform to the state accounting system, and (3) to variations in methods of appropriations. For example, in some states definite appropriations are made for certain departments of work, in others certain expenses such as printing, binding and office supplies are paid from the general state fund for all departments. In view of these facts, many commissions are of the opinion that a uniform accounting system which will meet the needs of every state is impracticable.

Your committee collected the financial reports of each library commission, or other state department doing library extension work and made a careful comparison of the items included.

It was found that these items could practically all be grouped under a few general headings, as given in Table I. It was further suggested that another summary giving approximate totals for various departments be added, as outlined in Table II.

The committee therefore submits this summary of expenses, as a tentative form, to be used in the annual report of the League for purposes of comparison.

The work of the committee has shown that such a summary can readily be made from the financial reports of the several commissions as they are now published and it is believed that this table would be a useful addition to the yearbook.

The outline here presented is not regarded as final, but is submitted for your discussion and amendment.

CLARA F. BALDWIN, Chairman.

**TABLE I.**  
**Summary of Expenditures**

Books and binding
Direct aid
Pamphlets for distribution
Express, freight and cartage
Office supplies and furniture
Periodical clearing house
Periodical subscriptions and member- ships
Postage
Printing
Salaries
State institutions
Summer school
Traveling expenses
Traveling library boxes
Miscellaneous
Total

**TABLE II**  
**Summary of Expenses by Departments**

Field work
Instruction
Traveling library
Direct aid
Legislative reference
School library work (for Oregon)
Educational reference (for N. Dakota)
The report was accepted.

The secretary then presented the following report of what the League Yearbook should contain.

**LEAGUE OF LIBRARY COMMISSIONS'  
YEARBOOK**

In accordance with the request of the president of the League, the secretary has made the following outline of the matter which should be included in the Yearbook to be published this coming autumn:

- List of members of the League.
- Officers.
- Committees.
- Constitution.

Report by states, giving under each the names of the executive staff, a list of the publications in print, and new legislation pertaining to library extension, any distinctly new phase of work taken up, and in the case of a new commission a full account of its form of organization and scope of activities.

Traveling libraries: Number of volumes in fixed groups; number of volumes on open shelves; loans.

Number of requests in answer to which books have been sent; number of volumes sent out.

Requests classified as follows: Groups of taxpayers, public libraries, schools, institutions, study clubs, individuals, other organizations.

Summary of public library conditions by states: Population, number of towns of over 2,000; number of libraries supported by tax; number of libraries supported by associations; number of subscription libraries; number of library buildings; number of trained librarians.

Financial report according to the recommendations of Miss Baldwin's report.

The report was accepted.

The nominating committee then presented the following names as officers of the League for the ensuing year:

For president, Mr. C. H. Milam, Indiana; for first vice-president, Miss Elizabeth B. Wales, Missouri; for second vice-president, Dr. Thomas M. Owen, Alabama; for secretary-treasurer, Miss Zaidee Brown, Massachusetts; publications committee: M. S. Dudgeon, Wisconsin, chairman; Miss Fannie C. Rawson, Kentucky; Miss Caroline F. Webster, New York.

It was voted to instruct the secretary to cast the ballot for these officers.

The meeting adjourned.

## SPECIAL LIBRARIES ASSOCIATION

Fourth Annual Meeting, Ottawa, Canada, June 26—July 2, 1912

### FIRST (GENERAL) SESSION

(Thursday, June 27, 2:30 p. m.)

In the absence of the president, the vice-president, Herbert O. Brigham, state librarian of Rhode Island, called the meeting to order in the ball room of the Chateau Laurier.

The VICE-PRESIDENT: Ladies and Gentlemen, we will open the session this afternoon with the consideration of a general topic, which will be taken part in by Mr. Dudgeon and by other speakers who will discuss Mr. Dudgeon's paper. It so happens that this year we have been so fortunate as to have the article reprinted beforehand in the publication of the Special Libraries Association, so that doubtless many of you are already familiar with the paper.

I am going to appoint on the nominating committee Messrs. George W. Lee of Boston, John A. Lapp of Indianapolis, and Miss E. V. Dobbins of New York City.

We are very fortunate in having with us to take the main paper for this opening session a man who has been actively engaged in special library work for some time in the west, one who is very familiar with the development of the "Wisconsin idea" of legislative reference work, and closely associated with Dr. McCarthy in developing that idea.

I take great pleasure in introducing to you Mr. M. S. Dudgeon, secretary of the Wisconsin library commission, who will talk upon the subject of "The plan, scope and results of special libraries."

Mr. DUDGEON: Mr. Chairman, Ladies and Gentlemen—There are those who maintain that there is no such thing as a special library in a class of its own, but that what we call a special library is simply a general reference library which by the needs of its patrons has become somewhat specialized in its methods and

in its equipment. On the other hand, there are those who maintain that a special library has so distinctly a different function and purpose, that its scope is so different, that its equipment is so different, and that the equipment, the qualities and the characteristics of those who man the library are so different, as to entitle such an institution to an entirely different classification; that it is not a general reference library, but a special library, something entirely different. It seems to me to be more or less a distinction without a difference, more or less a play upon words. I have, at the request of the Program Committee, written down what seemed to me the perfectly obvious things that might be said about the scope and purposes of the special library. You have the paper before you as printed in "Special Libraries," and will probably be fortunate enough to escape some detail, as I will try to shorten this somewhat in the reading.\*

The VICE-PRESIDENT: I think we all have a clear understanding of just what a special library means, and I think we should all notice especially the allusion that Mr. Dudgeon made to the reference library as compared to the public library, in the definition of the use of the book.

I think one of the finest examples of a special librarian one can find is in our absent president. Dr. Whitten is doubtless one of the best authorities to-day on public utilities, and he has this month gone to London, where he is spending the summer investigating public utilities for the National Civic Federation. That, I think, accounts for his absence, and we regret very much that he is not here.

I am going to ask Mr. Josephson of the John Crerar Library, Chicago, to lead the discussion.

A. G. S. JOSEPHSON: I am afraid that

\*Mr. Dudgeon's paper appeared in full in "Special Libraries," June, 1912, pp. 129-133.

you will not find my paper what you expected it to be, a discussion of Mr. Dudgeon's paper. When Mr. Lapp wrote me some time ago to ask if I would not discuss the question, I began to try to make up my own mind as to what a special library was. I had made my mental notes on that subject, and when Mr. Dudgeon's paper came and I read it and undertook to discuss it, it happened that my own ideas came first.\*

The VICE-PRESIDENT: I am going to ask Mr. W. P. Cutter, librarian of the Engineering Societies of New York City, to contribute either by a paper or an oral discussion of Mr. Dudgeon's address.

Mr. CUTTER: I do not know that I have anything to offer as a contribution to the discussion of Mr. Dudgeon's very interesting paper and Mr. Josephson's very interesting discussion of it. I might, perhaps, with my usual liking to express things briefly, say that I consider a special library as one that serves people who are doing things, and a reference library one which serves people who are thinking things. The former are not thinking about doing things, they are already doing them. I think that applies also to people who are serving as legislators, who are making laws; to sociologists, who are making attempts to handle crime and other sociological questions. I believe that the development now in the public library world is in the direction of service to the public. For twenty-five or twenty-six years now we have been talking about, first, books, and then about places for storing books, buildings to put them in, methods of cataloging them, charging them, of making picture bulletins for children and all that, and we have finally arrived at a discussion of the methods of serving the people who are really doing things. It has taken about twenty-five years to arrive at that point, and I think we are reaching that goal. I noticed, although I was not present at the meeting this morning, that in two reports of committees of the American Library Association, an instrument was mentioned which has been used in

one library, at least, to my knowledge, for the reproduction of material for people who are doing things, a reproduction of printed material, manuscripts, maps, drawings, etc. This is the first time that has come up, I think, in a report in the American Library Association on the reference side.

The VICE-PRESIDENT: I hoped that Dr. McCarthy, the head of the legislative reference department of the Wisconsin library, and Mr. Galbreath, former state librarian of Ohio, who is now secretary of the Constitutional Convention of Ohio, would be present to-day. In their absence the discussion is now open to the members, and I hope there will be a very general and free discussion.

JOHN A. LAPP: I have not very much to say except to emphasize one or two points which Mr. Dudgeon brought out in his paper. One of those points is the fact that the material which we deal with in special libraries is not found in books. In a short experience of only four years, I think, outside of those references to legal works, to law periodicals and law books, I have not been able to do one-tenth of my work from books or from published material. Most of the work, the real work, which has been done by the legislative reference department of Indiana has been done through work which we have prepared, which we have drawn up from the general material scattered here and there in obscure sources and from letters which we had written to experts outside. I say scarcely one-tenth, and I do not know but perhaps that is too liberal. One-tenth of the questions we have been able to answer from published material. That would seem to me to be the most distinguishing point about the special library. I believe that the heads of the industrial libraries, the manufacturing libraries, the commercial libraries, will agree with me on that point.

The subject of the training of special librarians is the one subject here upon which there seems to be, thus far, a division of opinion. I have always believed

\*Mr. Josephson's discussion will appear in a later issue of "Special Libraries."

that the person who has a general knowledge of the subject, with a library training, is the person who is best qualified to do the work of a special library. I think that is true particularly in legislative and municipal reference work; but, on the other hand, it should be emphasized that if that person did not have a pretty good knowledge of library work, or if he did not have a pretty efficient librarian with him, he would make a sorry failure, as Mr. Dudgeon has suggested. At the same time, I do not believe that the librarian who is trained as a librarian merely, who loves books and so on, can get hold of the real vital part of the work in a way that the person who is using the special library demands. On the whole I am inclined to believe that the best working arrangement is to have a man in the library who has a knowledge of the subject matter and a person who knows something about library work and library training, and then to have him supplemented by some one who knows the library side of it, with a bare knowledge of the other subjects, and, working together, they can bring about a very efficient special library service. That is the ideal of a special library combination. I think it has worked out in most cases. But, again, speaking from personal knowledge, I do not think that I could ever do very much in legislative reference work if I were a librarian without the other training. Whatever I had of librarian training, through the school, when I went into the work, might be placed in very small compass—I haven't told this before but I will confess now that when I began I knew very little about librarianship. If my assistants knew that at the time, at any rate, I have never told it before, but I have learned something about it since that time. But I think I could have made a better success of librarianship if I had had more library training. On the other hand, I do not believe I could have gotten along if I had not had the other side of the subject more largely. So I agree with Mr. Dudgeon on most points as to that question; but I would suggest that the person who

is in charge, if he is not fairly well grounded in librarian skill and librarian art, should have some one with him who would keep him off the rocks, because he will go on the rocks if he does not have some one to guide him.

The special library meets a very special need. That has been pointed out many times. We deal with material that is not in print. We manufacture it. Many times we must color it with our own opinions. Some people say that in public affairs, in municipal and legislative reference work, we should not allow our own personality or our judgment to enter into the work. I should like to find a librarian who is able to keep from doing that. If I have knowledge which to me seems certain, if I know a certain fact and have the information right at hand, I cannot refrain from telling the person who ought to know that fact; I cannot refrain from telling him that a certain thing is right, or a certain thing is wrong. While we must all do it diplomatically, it is out of the question, I believe, for a man to be efficient as a special librarian, even in dealing with the public affairs in libraries, to avoid giving his own opinions on subjects. What is the use of his getting a knowledge of the subject if he cannot really use it? But he should use it very discreetly.

The special library was very well described by Mr. Cutter when he said it was a library for those who do things, while the reference library is for those people who think of things. This is the age of efficiency. I believe that the librarian is the efficiency engineer, or ought to be the efficiency engineer, of the educational world. I think the general reference librarian ought to be that, and I think the librarian of the special library, particularly of the manufacturing and industrial library, can be to a large degree the efficiency expert of such a concern.

GUY E. MARION: I think the people who are present here would take a good deal of satisfaction in knowing who the people are that are actually and most vitally interested in special library work,

and I have analyzed an up-to-date membership list which I hold here in my hand, of which I should be glad to show copies to any who may be interested. We have now grown to a group of 224 people who are interested. That is a growth, roughly, of twenty-five per cent since our last meeting in New York City. There are four insurance libraries in the country. There are nineteen people who are interested in public utilities. There are five financial libraries. There are among the commercial, technical and scientific libraries (many of which are in manufacturing concerns), forty-eight. Among the public affairs libraries, which cover the legislative reference departments of state libraries as well, there are something like thirty-six. It is interesting to note that the public libraries have themselves been sufficiently interested to know what we are doing, so that forty-five of them have become members of this association, to be in touch, I presume, with what we are aiming for. There are twenty-nine colleges and universities interested; and of miscellaneous people whom we can hardly classify, not knowing where they belong, there are thirty-eight. In this connection I think it is worth while to say to you, many of you who frequently change about the country, or are looking for advancement, that it would not be amiss for you to fill out one of the little blanks showing your qualifications, the things in which you are interested. At the present moment I know of the largest automobile concern in this country, the automobile trust, which is looking for an active, wide-awake librarian, probably a man. Those opportunities are coming to the attention of your secretary quite frequently, and we shall always be glad to have you keep in touch with us by filling out one of these little blanks. We may be able to readjust you.

The VICE-PRESIDENT: The Secretary has an announcement to make in regard to city planning.

Mr. MARION: I think it would not be amiss for me to speak of three or four of our bibliographies. There has been one

list published under the direction of Mr. Meyer of the Library of Congress, called "Selected list of references on the short ballot," which is easily obtainable at our headquarters; also a list of references on street railway service by Robert H. Whitten, our president. There was prepared by Mr. Dana, "The social questions of to-day," which is a very useful compilation of subjects, and institutions and people interested in social questions. Then, in addition, our May number of "Special Libraries" has published probably the most remarkable collection of city planning items that has ever been gathered together. It was done co-operatively between the Library of Congress and the Department of landscape architecture of Harvard university. (Here the Secretary read a notice of a later complete bibliography of City planning which will be published by the Library of Congress in which a new complete classification scheme for the arrangement of all the articles will be used.)

I think that the classification alone will be exceedingly useful to you who ultimately, with the growth of American cities and their rapid development, are going to be forced to take an interest in the subject of their re-arrangement. This is going to become more and more a vital problem, it seems to me, in the future here in America than it ever has been in the past; and when the final list is published it will consider not only American experience, but also European, appertaining to that subject.

GEORGE W. LEE: I should think this might be a good chance for people to express themselves as to the need of bibliographical matter to go into "Special libraries," as members who receive "Special Libraries," whether they think the trend of articles is about right and to make suggestions. Possibly it might be some guide to the editorial committee to know whether the material they are putting in is about right, or whether there are certain things that might with advantage be inserted. Then the question comes, are you helping, yourself, to make up these bibliographies?

The VICE-PRESIDENT: Perhaps Mr. Lapp can speak of the various ways in which we made the bibliographies, working with the Library of Congress methods and various others.

Mr. LAPP: That question might properly come up later, but I just mention at this time that we should be thinking about it, and report at a later session of this organization, this week. The matter is very important to us, because we have some difficulty in selecting. We have some difficulty in knowing just what the members of the association desire most, and at the present time we have a working arrangement with a number of people who are supplying things regularly. We should be glad to enter into arrangements with others if the demand seems to be great. Just now we have an arrangement with the Public Utilities Committee, which supplies every two or three months a summary of the best public utility references of the period before. We also have an arrangement with the Library of Congress, through Mr. Meyer, by which we receive a bibliography for every issue, a short bibliography on some obscure subject, some subject that is not covered in any systematic bibliography, or not covered adequately; and the desire is to get questions which would be of the widest interest and at the same time not conflict with something that has already been published, because the whole purpose of the Special Libraries Association is to do those things which nobody else does. If we find that we are doing something now which somebody else can do better, we should be very glad to transfer it to them, and merely undertake those things which nobody else does. We have an arrangement also by which we are going to receive some of the best references to material on city documents, beginning with the next issue. That I think will add very materially to the value of the publication, because city documents, as you know, are now almost inaccessible for the reason that no one knows that they are published until they are perhaps out of print, and they cannot be obtained.

I would like to take this opportunity of asking all our friends to contribute whenever they know of anything that is done or that has happened regarding a bibliography or in the way of a special locality that you think should be mentioned, that you send a note to the editors, or send us a copy of the publication itself. This is purely a co-operative enterprise, and it is by co-operation that we get the real value of the work. The hope is to cover the whole country, so that if a man is working on a subject in Boston some one in San Francisco can learn about it, and, if he is thinking of doing the same thing, have him co-operate and perhaps get that thing done better; and any information which can be given which will facilitate that plan will be of very great value to the association and be a very great help to the editors.

Mr. CUTTER: The first statement Mr. Marlon made, about obtaining assistants for the people who need them, is, I think, the most searching question in connection with special libraries. It seems to me it would be wise for this association to communicate with graduating classes of some of our universities and suggest to the members of those classes well enough in advance that the library profession is a desirable thing for young men to enter. I think it would be a very wise thing for this association to take that up, and tell them the reasons why, and the demand for assistants. At the present time I have knowledge of several positions, but the specification is made that men are desired, as most of our business men are so ignorant that they do not know how efficient women are.

I would say in regard to what Mr. Lapp mentioned, that I have some 250 bibliographies on engineering subjects, some of them too special, but some of them would, I think, be of general interest, and I will take the opportunity of sending him a list of these.

The VICE-PRESIDENT: It might be of interest to note what has already been printed in connection with the Library of Congress, to show the character of the publications received from that source.

You will recall, for instance, a bibliography on the drinking habit, the short ballot, on anti-cigarette ordinances and laws, the open shop, public utility rates, the pardoning power, compulsory voting, preferential voting, and, finally, city planning, and, also, I might say, one on the administration of charities and correction boards, a rather technical subject, which appeared in the April number, 1911.

(There here followed a discussion led by Mr. C. A. George, of Elizabeth, N. J., in which he asked for information as to the real purpose of the Special Libraries movement. Mr. Josephson, the vice-president, and Mr. G. W. Lee, of Stone & Webster, Boston, offered replies to the questions asked.)

Mr. DUDGEON: My connection with this association was due to this conception, that in my business, which was legislative work, etc., I conceived that there was a great deal in books that ought to be brought to the attention of the people who were doing the work, and I was glad to join an association whose special function seemed to be to help one another devise ways and means of getting book knowledge into the hands of the actual workers. Now, that seems to me to be somewhat of a distinct proposition. I think Mr. Cutter's definition justifies our existence. We are specialized in getting knowledge out of books and out of the experience of others into the hands of workers rather than into the hands of people who are just thinking about working. It seems to me that it is quite distinct although hard to distinguish.

Miss LINDHOLM: I believe in the effort to make the business public more appreciative of the work we are doing, we should write more articles about our work and our libraries. I think if there were articles written for the different electrical, engineering, automobile and manufacturing periodicals it would help a great deal.

Mr. CUTTER: I would suggest, Mr. President, that you can combine all those periodicals the lady mentions by writing articles for the Wall Street Journal. That is the place where the people read things.

The VICE-PRESIDENT: The editor of the Wall Street Journal was with us at our September meeting and gave us a very interesting description of his own part of the work in connection with the business, and the information bureau established by the Wall Street Journal. I sometimes think we fail to note the speed with which that information must be obtained, either in the reference department or the newspaper. They will sometimes employ a mere mechanical device to save two minutes in connection with the information given.

I think Miss Lindholm's suggestion is a very good one and possibly can be worked out by getting more and more in touch with the trade periodicals. Many of those trade periodicals are not taken by the public libraries, are not listed in any indexes of periodicals, and much of the material afforded there is of unusual value.

Mr. CUTTER: I would suggest that we have a committee on publicity for the association.

The VICE-PRESIDENT: The committee have a plan to advance for that which I think they will bring out at the next meeting.

## SECOND (FIRST JOINT) SESSION

(Friday, June 28, 2:30 p. m.)

The second session was a joint session held in conjunction with the National Association of State Libraries, the American Association of Law Libraries and the Bibliographical Society of America. Mr. George S. Godard, acting secretary-treasurer of the National Association of State Libraries, called the meeting to order and occupied the chair.

Before beginning the regular program, Mr. Beer, librarian of the Howard Memorial library at New Orleans, called attention to a bibliography of French fiction, which he had come across during his travels in Europe last year. He said in part: "I discovered that there was being published at Lisie on the borders of Belgium by a Roman Catholic priest the most honest, the bravest review of fiction that



exists in any language. He does not fear to mention every book which is published. He praises those which are good, and he scathes with the most bitter sarcasm and truthfulness those that are absolutely bad. He is the Abbé Bellian. If a young lady goes to buy a book she is asked if that particular book is in the list of Abbé Bellian. If it is not that store refuses to supply it to any one who is not of lawful age. It has been supplemented by a monthly publication which is very reasonable in price. It has been published since 1903." He urged that all become familiar with this book in order that the supply of French books generally throughout the United States in our libraries may be much more carefully selected and be more representative of the great French fiction. Dean Walton of the McGill University law school, Montreal, prepared a paper entitled "Legal systems of Canada, with a list of statutes and other legal papers of the Province of Quebec." This paper opened the formal program and was read by Mr. Charles H. Gould. This paper was followed by another entitled "Present Status of legal bibliography" by Dean Wigmore of the Northwestern University law school. This was read by Mr. Edwin M. Borchard, law librarian of the Library of Congress, in connection with his own paper on "The bibliography of international and foreign law, with an account of the method of building up the collections of foreign and international law in the Library of Congress." After reading Dean Wigmore's paper and discussing the present literature in this field and existing bibliographies, Mr. Borchard called attention to the effect which the increase in foreign travel had had upon all law library problems in America, bringing in as it had the wider international relations from year to year. He said "There are three points of view that have guided us" (in the formation of the Library of Congress collection) "the practicing lawyer's necessity of knowing foreign law, the legislator's necessity for knowing the solution of social and economic problems, the scientific object, the

students' need of developing the science of law." He dwelt at some length upon the methods which he had used in arriving at the best selection of foreign continental law books. Through his connection as international law expert at the Hague Fisheries Arbitration he was enabled to get first hand judgment regarding the actual books by foreign lawyers. Further in the name of the Government by correspondence he approached the law departments of universities, judges of Supreme Courts, practicing lawyers, etc., of other countries. In Latin America he worked through the consuls and ministers of the United States to get such information. By these methods the books were ordered and many have now arrived. The question now presents itself as to how to make available this new material. This is being done by the publication of guides to the foreign law. "The first guide, the guide of the law of Germany, appeared about a month and a half ago. . . . It undertakes to furnish an introduction to the German system as a whole, and to the principal leading institutions, as parts of the system in some detail, mentioning particularly the important literature and how to use it, what the American lawyer in terms of his own law may expect to find in these European books. . . . The guide of the law of France is now in course of preparation, and will probably appear about the first of next year. We hope then to continue with Austria, Spain and Italy, which we consider the important countries. Later we may publish Belgium and Switzerland in one volume, perhaps including Scandinavia, and then one volume for the law of Latin America. If we do not get to the publication of guides we will publish the material that we have received, editing it with perhaps bibliographic notes of such information as we can convey in order to open up this bibliographic source to the general investigator. . . . We are getting many letters every week in Washington from lawyers throughout the whole United States, asking for information on foreign law. . . . Comparative law is

a field which is now getting great impetus, partly through the work of developing legal collections, partly through the necessities of a case. We are no longer an insular nation. Growing international relations are making necessary some knowledge of foreign law and the desirability of its knowledge to legislators is admitted, I think, without a question."

Mrs. Margaret C. Klingelsmith, librarian of the Biddle law library of the University of Pennsylvania, followed with a paper upon "The books of the beginnings." Prof. Archibald McGoun of McGill university next presented a paper entitled "The bibliography of Canadian law." Dr. G. E. Wire of the Worcester county law library of Massachusetts opened the discussion. Speaking of the ordinary bar library for the working lawyer, he urged that there was needed an extension of Mr. Soule's Manual referred to in Dean Wigmore's article. He advocated also a much shorter list of citations than that employed in Soule. He further referred to the need of some publication on Spanish American bibliography, which would cover such things as the number of Porto Rican reports in a given series. He would like also some publication which would give the various codes and compilations of laws, both official and unofficial, in advance of "our law book friend" who comes along to tell us about it. From the practical standpoint he said that books on foreign laws were so much more useful when translated, that in the average law library the same books in the original language would be rarely used.

### THIRD (SECOND GENERAL) SESSION

(Monday, July 1, 1912, 2:50 p. m.)

The third session was the second session for discussion of problems peculiar to the special library and was called to order by Vice-President Brigham.

The VICE-PRESIDENT: We have one paper which remains from our first session, and I am going to call for that paper first.

That will be a paper by Mr. T. J. Homer, member of the Massachusetts bar, on "The Boston co-operative information bureau." The development of that bureau is interesting and is the first attempt, I think, in this country co-operatively to work the libraries by exchange of publications, and I think probably you can be supplied on application with copies of their bulletins which some of us have here, and which will show you the extent of the movement. I am going to ask Mr. Marion to read Mr. Homer's paper.\*

The VICE-PRESIDENT: We will now proceed to the regular program for the day. We have a paper by Mr. D. N. HANDY. The topic has been changed by the speaker so that it reads, "The library as a business asset; when and how?" and I introduce now Mr. Handy of the Insurance Library Association of Boston.

### THE LIBRARY AS A BUSINESS ASSET; WHEN AND HOW?\*

I feel that this subject of the asset value of the special library is one that is bound to be constantly growing in interest, because, of course, the tendency of business is to scrutinize carefully the things which it pays money for, and unless it can be shown that the library has some asset value, naturally, the library will come in for the first cuts in the budgets, and, later on, a complete cutting off. When the subject was assigned me by Mr. Marion he put the subject as "The library as a business asset." I have therefore discussed the subject from that standpoint, and inasmuch as it seemed to me that the whole thing resolved itself into a few very general and broad principles I have not made any attempt to consider details at all, but have assumed one or two things that it seemed to me must lie at the bottom of the whole proposition and must decide for us whether the library is to find

\*This will be published in full in the Library journal and reprinted in Special Libraries.

\*\*Abstract. The full paper will appear in "Special Libraries."

a place among commercial assets and is to receive from business the support to which as an asset it is entitled.

An asset, in business, is a debt-satisfying possession. In determining business solvency assets are set over against liabilities, and if the former exceed the latter, the business is said to be solvent. The term assets is applied technically to *material* possessions. But there are possessions other, and even more essential than material: these are the *moral*, out of which assets grow. At the foundation of every business lie courage, competency, integrity, perseverance. These cannot be computed or averaged, but their commercial value is everywhere recognized.

Wherefore, let us at the outset agree that when we speak of the library as a business-asset, we speak not of its value as so many books and pamphlets, but of its value as a contributing agency to those more fundamental possessions to which material assets owe their existence.

What, then; has the library contributed and what may it in the future hope to contribute that will add to business courage, integrity, competency, perseverance? In a word, to business efficiency?

The answer is found in a measure of our conception of a library and its function. Shall we then describe what we have in mind when we speak of the library that may become a business asset?

It certainly is not any collection of books and pamphlets under any custodian and handled probably more often by the janitor than the manager. That is not the kind of library that we have in mind. Our library is a collection organized and planned for a definite end. . . .

The measure of its value is to be sought in increasing efficiency of personnel; wider outlook, clearer vision, firmer grasp, greater fortitude.

It would be pleasant to think of the precise manner in which a library might entrench itself in business favor, until it became admittedly indispensable. Such an experience is not uncommon. Libraries there are to-day—adjuncts of successful

business houses—which stand on a plane of equality with every other department; whose directors are in every sense advisers; whose position in importance and dignity yields precedence to none. They add efficiency to the entire staff, and by breadth and merit bring distinction to the business they serve.

The asset value of a library is dependent upon a variety of conditions.

Foremost among them, I should say, must be a condition of receptivity on the part of business itself.

Again, and only second in importance, is the attitude of the library towards business. If the library shall cling to traditional aims; shall overestimate the importance of conventional methods; shall hold disdainfully aloof from those adaptations and changes which alone can make it useful to business, then its asset value will never be large or general.

Finally, assuming business and the library to agree as to their mutual helpfulness, the lines along which they are to co-operate, if the results are to be satisfying to both, must be susceptible of being easily seen and followed. . . .

At no time in the history of the modern business world has the opportunity been so favorable for a lasting alliance between the library and business. Business was never more complex, nor more moral. Greater wisdom is required to develop it. It is more sensitive. Results come quicker, failure follows more promptly on the heels of error—success almost anticipates the footsteps of sound judgment. Consequences are more far reaching. Disaster to one involves many—while bankruptcy carries overthrow and panic to hundreds of others.

The greater demands of business are seen not only in the enormous growth of industrial enterprises, and the larger responsibilities of management, but in the increasing numbers of college and university men who are seeking business careers.

Again, an almost revolutionary change has taken place in the public attitude towards business of every kind. It matters

not what it is. The idea now is that men live for service; that men organize socially, commercially, and industrially for service. And if any organization is unable to undergo this test it must reform, or stand aside and let a better take its place. This I take it is the interpretation of the great unrest which has possessed England and America in the last decade. . . .

All these—this increasing complexity, growing sense of social responsibility, demand for an increasing inflow of college men into business—spell opportunity for the library as an indispensable adjunct for business enterprise. Answering for our first condition, then, it may be said that business is in a receptive mood, and that it stands ready today to welcome among its productive forces the library organization.

But if the library is to be truly an asset to business enterprise, the library itself must recognize not only its opportunity but its responsibility. The failure of the general library to lead in this work of aiding business in the solution of its problems has been inevitable. Business wants its own technology; it wants pamphlets, clippings, reports—all sorts of special things which no public library with all its other obligations could ever hope to get and to classify.

Hence the need of specialized libraries and special methods. It is evident that the special library has a whole field of methods yet to amplify, systematize and unify. If the library is to help business it must be organized as business is organized. To get everything on a subject may be necessary for some purposes, and is always interesting to the bibliographer; but to get the adequate thing is the business-librarian's ideal of service, and if he misses it he may wake up surprised to find his labor unappreciated.

Business is multiplying short-cuts, motion-savers, "efficiency" getters in every department; it will tolerate nothing less from the library. It is for the library to prove its value—to demonstrate its practical worth by adjusting itself to the business environment. It must not follow too closely the traditions of general library

work. It ought to be familiar with general library methods; but it should never lose sight of the fact that general library methods were devised with an eye single to general library problems. The problems of a business library are different.

This, then, is the duty of the business library if the title to asset-value is to go unchallenged. And the library may be certain that business will not take it at its own appraisal but will demand to see for itself whether its claims are justified.

Business libraries in many cities are justifying their existence and are gradually making for themselves a secure place among the assets of the enterprises which they represent. . . . Finally, how are the library and business to co-operate for their mutual advantage?

It is evident that in this respect business has to perform a duty even greater than we have laid upon the library itself. If the library is under obligation to adapt itself to the needs of business, business is under special obligation to place its resources more completely at the disposal of the library. It must take the library seriously and plan for it accordingly. . . .

Business fails to appreciate the ally that it might have in the well conducted library. It appreciates and at times is mildly grateful for the library's service; but it has shown no great discernment when it came to an understanding of the means by which the service was rendered. It asks for and expects results; but has little appreciation of the price at which results must be bought.

An indispensable requisite of a business library is a librarian thoroughly conversant with the main facts of the business. He must know its theory and history. He must be freed from routine at least to the extent necessary to enable him to become an expert in the materials which he handles. He must be treated as a literary adviser and given the opportunity to develop literary discrimination and judgment in the field which he covers. Then he becomes more than a custodian of books; he is a counselor, impressing his personality upon

a unique source of business inspiration, namely, the business literature of his collecting and bringing direct to his superiors the information which they will know how to use for the good of the business as a whole.

Subordinates, working under him, will assemble, classify, card index, bulletin and distribute, while the library itself will stand on a level with manufacturing, accounting and selling. It will be a department of the business, organized like other departments, for efficiency. . . .

The library may adapt itself to business, but it is for business to say whether the adaptation shall be thoroughgoing and effective. Is the library, then, a business asset? My answer is that it is such just in proportion as business is willing to let it be. When business shall treat it as it treats other factors of business success, discerning its possibilities of usefulness, encouraging and planning for its development, adapting it to the requirements of business activity, then it will justify itself unquestionably. . . .

Business has already awakened to the possibilities of library help, and wherever it has done so with insight and courage it has answered for itself the question which we have here proposed. In banking, in finance, in engineering, in applied chemistry, in insurance and in numerous other fields, business has set itself to the task of adapting library methods to business needs. Special collections administered for special requirements are springing up in every large city, and the liberality with which these are beginning to be supported is in some respects an indication of business' own estimate of their value.

The VICE-PRESIDENT: The matter is now open for discussion, and I will ask Mr. Morton, librarian of the United Gas & Fuel Company, to be the first speaker.\*

The VICE-PRESIDENT: The next speaker is Miss MARGARET E. MURRAY, librarian of Wm. Filene's Sons, Boston, who will address us on the subject

\*Mr. Morton's discussion will appear in "Special Libraries."

### THE EARNING POWER OF A SPECIAL REFERENCE LIBRARY ON RETAIL DISTRIBUTION

The Wm. Filene's Sons Company of Boston are retailers of men's, women's, children's and infants' wearing apparel and employ at present about 900, but in a few months will employ 2000 employees. Among other innovations they have made provision for a Business Reference Library in their new building, which they are to occupy this coming fall, and which is, so far as we know, the first in this line of business.

It is planned to have on file all information relating to the business and such other information as may be helpful to the management and all other employees in the discharge of their duties, such as daily papers, technical and general reference books, trade journals, newspaper clippings, and typewritten material.

The library was created because there was a definite need for a central clearing house of information on the latest and best in retail distribution and because it was urgent that one department should be responsible to care for safely and mobilize the valuable information, books and pamphlets scattered throughout the various offices of the organization.

Now what will the earning power of this special reference library be? It will be in exact proportion to its use and efficiency, based on just how well and how often it can make or save a dollar for the business. It will depend largely on how aggressive the library policy will be in creating needs and meeting the needs for its material, and although it may not be able to show quite as tangible a profit and loss statement as a merchandise department, still there should be the same effort and desire to know the stock on hand the first of the month, the purchases, the expenses of the department, the stock on hand at the end of the month (having in mind depreciation) and the sales, which would be services rendered.

The more efficiently and oftener the reference library serves the organization, the more time it saves high-priced executives,

and helps the rank and file, the more certain it will become a permanent paying department of the business and make itself indispensable. This is in general how the earning value will be determined. However, if the library is to succeed, such general statements will not be sufficient.

The chances for service and making definite contributions toward business efficiency in a large retail establishment are innumerable, and especially in a progressive house like the one with which I have the honor to be associated.

But such service and such contribution must be made very definite, must be made very specific and must be applied to every member of the organization.

For some years past our company has been experimenting with profit sharing agreements, and one of the difficulties has been for general profit sharers, men and women in non-selling departments, working for the whole store, to show what has been his or her contribution toward profits.

Therefore, if a reference librarian, who would be termed a general profit sharer, fails to study, position by position, just how he or she can contribute to the needs of the men and women connected with the organization, the library will not be recognized and felt as a money making investment. It is, therefore, along these lines that the Filene reference library will be operated.

In all the initial steps and preparatory work of organizing, the methods of the legislative reference libraries are as far as possible being applied.

The work of some of the successful legislative reference libraries is divided into three main divisions—comparative, critical and constructive, and in analyzing the store material on hand, it is found that pretty nearly all of these main divisions of reference work have in the past been practically ignored. In isolated cases, comparative work has been attempted, as for instance, furnishing specific information from some other store on some store policy for some one manager, but it has not been disseminated and placed at the service of all. The need of having this work done has been

recognized and in the future will be done through the library.

Retail distribution has its laws and policies, but the laws and policies are, to a large degree, empirical. They are the result of years of effort and experience, and what was good five years ago, may not be good today. All policies are constantly changing.

Therefore, the first work, and at present in hand, before the library can start on its aggressive mission is to tabulate, classify, index and fit for use the present valuable information scattered throughout the offices of the management, destroying everything obsolete or whatever has become a permanent part of the store organization.

For it is imperative in a fast growing business employing an increasing number of executives, that now employees should profit to the fullest extent by the experience of past years and how other people have handled problems new to us, and the library can assist very definitely by placing in their hands brief summaries on important subjects connected with the business, revised copies of duties of various positions, bibliographies on important subjects related to the business, and any other material that will help them absorb in the shortest possible time the fundamentals of the business.

Perhaps it may be of interest to mention briefly what special subjects, both general and technical, the library must watch out for. The best way is, with apologies, to give you an idea of the personnel of the management. The Filene brothers and their partners are public spirited citizens; one brother, Mr. Edward A. Filene, with a few other men, organized the present successful Boston City Club and was largely responsible for the amalgamation of the numerous commercial organizations of the city into the present Boston Chamber of Commerce, and was chairman of the recent Metropolitan Plan Commission of Massachusetts. The other brother, Mr. A. Lincoln Filene, served for three years on the State Commission for Industrial Education and is now a member of the Executive Board of the National Society for the Promotion of

Industrial Education, and also contributed largely in time and money to the Boston Vocational Bureau. The other partners are also serving on special committees of various organizations and are all, with the Filenes, very keenly interested in labor problems, the relations of employers to employees, and each has on his desk the best books on scientific management, as Taylor's, Gantt's, Emerson's and Brandeis'.

Therefore, first of all the business reference library will have on its shelves six or seven of the best books on scientific management, also books on organization and finance. Then will be added special books on bookkeeping, auditing, insurance, statistics, advertising, decorating, buying, selling, materials, and subjects of interest to the Filene Co-operative Association (an organization consisting of all employees and members of the corporation, each member having a single vote) such as pensions, arbitration, compulsory insurance, co-operative housing, etc.

Perhaps it might also be well to add that this association has maintained a library of all the popular fiction for the past twelve years, and no fiction will be placed in the new business reference library.

The librarian is also custodian of all the private contracts, leases and corporation records, and is expected to prepare digests of any important papers at any time.

This is what the Filene library expects to do and must arrange for resources to actually obtain and devise ways and means for the dissemination of information needed.

The VICE-PRESIDENT:—We have with us to-day Miss E. V. Dobbins, who is librarian of the Edward Accounting library of the American Telegraph & Telephone Company, New York City, and she will add to the discussion.

Miss DOBBINS: I desired not to write a paper, because I might write one too long and not say much in the end, so I thought perhaps it would be interesting just to tell you why our immense corporation found it necessary to have a library. We have a large engineering library; that is, we have a very fine collection of technical books—un-

fortunately, as yet, no librarian; we have a splendid legal library, and I represent the accounting library. Two years ago our comptroller, who is an authority on accounting in the United States and has some reputation abroad, decided that it was necessary to get together the material, and they were good enough to offer me the position, which I was very glad to accept. So we collected what few books we had. We didn't have much. We bought largely. All our men are authorities on the particular subjects with which they deal, so, consequently, in buying books for our library we cannot select, as we used to in the public library, with due respect to the library, any and all books on a particular subject. We have to have the last word upon it. Accounting is a peculiar subject inasmuch as there are only about four or five authorities—I may be wrong, that is all I could ever find. If anybody knows of any more I should be more than glad of the information.

We go largely into economics. We also take up public utilities and reports of county and state governments and city reports. We do some little work in scientific management. I do not think the sympathies of the officials lie very largely in the direction of scientific management, however. Everybody there is supposed to know his job and do it. We are very fortunate in not being handicapped for money. We can buy whatever is out, just as soon as it is out, and as many copies as we find it necessary to have. We deal primarily with the accounting department, which includes the statistician's department too, and the executive department. Those are two very big departments and they keep us pretty busy all the time. We have quite a file of pamphlets. We do not give as much care to the pamphlets as we do to the books. When we came to the question of cataloging I realized that we had a very big piece of work on our hands, and we were short of help, and it was essential that we have everything up to date just as quickly as we possibly could. So I bought Library of Congress cards, and it was a very happy inspiration, for we had everything done by

sub-headings and everything assigned in about two weeks, and of course that helped considerably.

The library is used frequently and primarily by the officials and the directors. The employees of the company have the privilege of coming, and they come often and freely. The comptroller has told me time and time again that he could not measure in actual money value the service the library has given the house and himself primarily. We take all the leading economic and scientific journals and they circulate. I have a list of the names of the various men to whom they go. I tried to have a specified time for their return, but I am sorry to say it did not work out. Our desks are all equipped with telephones, so we telephone, and if they can find them they return them. When they cannot find them the oldest office boy, Joseph, is enlisted. I think he was the leader of the Boy Scouts. He knows generally where to get them. I think he says they are generally behind the desks, but in any event we get them, and if they are very badly torn, mutilated or marked, we buy other copies to bind. The leading magazines we bind as soon as the volume is completed. They form the largest part of our reference work. I go over those magazines very carefully and find what I would like to bring out more prominently than in a bound magazine, and we catalog those particular subjects, buy extra copies, put them in the pamphlet file, catalog them and put them in the pamphlet catalog, so that if by any chance the bound volume is out and a particular article is sought, we have it. We find in those two places we can generally meet all the needs of the library. I do not think any of the people of the corporation have really ever become familiar with the actual library side of it. They look upon a shelfist as something fearful and awful, and they do not understand it, but as long as they get what they want when they want it, they seem thoroughly happy. Speaking in a quite impersonal way, I think our library is quite a business asset, because I can candidly say that the men who are at the head of our

corporation would not tolerate it five minutes if it were not.

The VICE-PRESIDENT: We were to have a paper by Miss Abbott of the reference department of the Studebaker Corporation of South Bend, Ind.\* She was hindered, however, in the preparation of this paper, and also from coming to this meeting, but the paper will be furnished later and printed in "Special Libraries."

The VICE-PRESIDENT: I would like to inquire whether Mr. Pack, Secretary and Comptroller of the Toronto Electric Light Company is here.

Mr. LAPP: Mr. Chairman, I have a letter from Mr. Pack which I wish to read. When Mr. Pack was asked to be present at this meeting he said he would write his views at least, if he could not come. He has written a general statement of his belief in the special library.

(Mr. Lapp here read the letter which is available at the office of Secretary.)

Mr. MARION: May I ask whether Miss Tutt, who is present, I think, might not have something to say in relation to the automobile library, inasmuch as she is actively representing Miss Elizabeth Abbott here?

Miss TUTT: Mr. Chairman, I scarcely feel prepared to say anything about her library, particularly as an automobile library, for I do not know that she has done anything especially in the automobile work of her library, her work taking up all lines. Her work has grown to such an extent that she told me just a day or two before I left that she really did not know but that they would have to get another name for it; she had not as yet found anything in the corporation that she had not been called upon to do, so that she was at a loss to know just what it was that she was expected to do. It has developed wonderfully and very satisfactorily. It has been up-hill work, as you all know. The corporation has changed hands, gone into various companies, come back again, and she had it all to meet and arrange. All that work and all the papers and records have just simply piled up, are all being sorted out now, indexed and put



in order. She is doing a wonderful work. The other institutions there in South Bend are watching very closely her work and I think it will be but a short time before the other factories will be following suit; but so far as the automobile part is concerned, there is nothing any more special in that than in any other line of work that she has done; that is to say, nothing that I know of.

The VICE-PRESIDENT: I am going to ask Mr. Marion, our secretary, who is at the head of a technical library, to take part in this discussion.

Mr. MARION: I must say, as one of the other speakers, that I have not prepared a paper, believing that in such an assemblage of essayists and discussers it would not be impossible to find some very good material from which to talk extemporaneously. I have not been disappointed. Two or three points I will mention in what may be only a rambling discussion, but they may be worth while to some of you.

Mr. Handy mentioned in a passing way only the entrance of a large number of college men into business to-day. I do not think he put the matter nearly strong enough. It is this very entrance of well-educated men into business, rather than coming in through the long process of experience, entering, that is, half way up the scale of life, equipped with a fine technical training, making them already professional men, as the physician steps into the community a professional man, that has forced business to equip itself along a little different line. It seems to me this is one of the great telling reasons why more and more special libraries are going to be built up in manufacturing concerns and industrial plants; for with these men coming in, they do not come as mechanics wanting a plane, a saw or a hammer; they come primarily wanting books and nothing else. They have been trained to the ample use of books for four and sometimes six years previous to their entrance to business, and to take books away from them would be like taking the plane or saw or hammer away from the carpenter. So these men must be provided for, and I think that is one of the

chief causes that is compelling business to adopt libraries.

Regarding the type of librarian that is required for administering this sort of a library, I think enough emphasis has not been put upon the keen aliveness which is required in these people, if I may be pardoned for saying so, in comparison to those who are employed in public institutions, where the term of office is likely to run anyway for a year. In business, we have to make good, and to make good seriously, daily. Our reputation is at stake every time a question is asked.

Then it seems to me there is no opportunity for the quiet type of librarian who would like short hours and the freedom to come and go at leisure. It requires primarily some one of tireless vitality and one who is ready to sacrifice himself to build up not only the efficiency of his own department, but to support other departments when they may be overworked.

This brings me to the point of the preparation for special librarianship. I question very much whether the librarian who is prepared through the regular source of supply, the library school, to-day, is going to become just the type of person to take up this special library work. It seems to me the more I consider it that a great many of the most successful special librarians are those who have grown up through business, at least to a certain degree, and have taken on the library training in their own quiet moments. If this is the case, would it be worth while for the library schools to consider a list of special libraries where candidates for their certificates or diplomas might go to spend a fraction of their summer vacation in actual special library work and receive credit in their schools toward their diplomas? I think that that might be worked out with more careful thought.

Mr. Morton mentioned the fact that the statistics of the library do not show up against the operating department, the manufacturing department, etc. I want to say that with the Arthur D. Little, Inc., Library, we are now obliged to pass in time slips. In other words, the library has been

put upon a par with the other departments, the chemical, the research and the engineering departments, and at the end of every month we are given an opportunity to show what we have done in the way of results.

If there has been a quiet month of course there will be little put in in the way of service, in time, but the time slips show and it is up to the library to maintain its standing, to show just what it has done during the month in actual time, because with a concern of the nature of ours, which is a consulting and engineering corporation, time is a great element. Mr. Handy touched upon that, but not half emphatically enough. In the insurance library I am sure he does not appreciate it. The monthly report is based primarily on the time spent on different problems, and these time slips are all assorted and tabulated against special pieces of work which are generally known in an engineering organization by what is called a job number; and so the librarian's time is now being accounted for in the same way that that of the head of the research department is being accounted for. It seems to me that that is a step in advance and indicates progress.

It occurred to me to say to you that while I have been here at this conference I have received application for another membership, so that while we came with 224, we now have 225 members. The Metropolitan Life Insurance Company have requested their librarian to become a member of this association, so that we grow daily.

Mr. Brigham has called my attention to the fact that it ought to be brought out forcibly here how necessary it is for every one of you people, no matter what part of the country you may go to, to bring to the attention of this association officially, either through the secretary or the president, the birth of every such library that you may know of. Business does not know us. We know business of course, but until this association has had a much wider publicity campaign that we have been able with our meager means to give it, business cannot come to us and cannot get the help that we

can give it. If, then, when you go to your respective places, you would be alive to the creation of every special library in your part of the country, and when you know of a collection of books where a librarian might be necessary, you would bring it to our attention, we would write them and tell them of the service that we can render them.

I think the thing that has impressed me most in the discussion that has gone on just now is the fact that the company that employs Miss Dobbins has three special libraries. That is unique, it seems to me, that one corporation should employ three special libraries; not merely one, but a library for the legal department, another for the accounting department and a third for the engineering department. That it seems to me represents a pretty high development of the special library idea.

Miss DOBBINS: May I just interrupt a moment to say that I too submit a report at the end of every month. It was my own suggestion, for I wanted the company to know that we were doing something, and we would possibly be lost sight of in such an enormous place. So I sent in a report, very brief, just giving the number of books circulated in the various departments, the number of pamphlets and the reference work done. They said they were very glad to get it, and that it put us on a working basis.

The VICE-PRESIDENT: Before opening a more general discussion I would like to have the secretary make a few announcements regarding certain things of interest.

Mr. MARION: I have here a bound volume of "Special Libraries" that all may see everything that has been published to date. I think it would be of interest to some of you who are not familiar with its contents. We also have for sale, if any one cared to purchase them, three copies of Volume 2 complete. Then we have for distribution to any who might care for it, "The earning power of chemistry," which is written by Mr. Little, the president of the concern which I serve. As you know, Mr. Little is, to-day, one of the foremost in-

dustrial chemists in this country, if not in the world. He is also this year, by a very fortunate circumstance, it seems to me, president of the American Chemical Society. I say fortunate because this year America is entertaining the International Congress of Applied Chemistry that meets in Washington and New York in September. This is a review to convince the business man of the usefulness of chemistry in solving his everyday problems. It is a reprint of a free public lecture delivered to the business men of Indianapolis last June. It is simply a talk upon business from another angle. In the same way Mr. Handy's talk is equally strong, it seems to me, from the library standpoint.

We have also for sale here, should any one care to purchase it, the city planning bibliography which was published as the May issue of "Special Libraries." It is 25 cents a copy. This was compiled by Harvard university and the Library of Congress.

I have a few copies left of "The library as an adjunct to industrial laboratories," a paper which I submitted originally to the American Chemical Society at its Boston meeting, and describing in minute detail my own personal library. It may be of interest to some and you are welcome to it if any of you wish to take it away.

Mr. HANDY: I was particularly interested in Mr. Marion's discussion, and in one suggestion more especially, that the library school might specialize somewhat more along the lines of special library work. While I think that might well be brought up as a subject of discussion this evening, I should like to say just now that it seems to me, in the first place, that there is a great dearth of properly prepared assistants to do the kind of work that is needed in the special library. I think the libraries that specialize in business library work have found that to be true, and that these library schools in general are not particularly adapted to meet that requirement. It occurs to me, then, that it might be possible for special libraries, possibly through the co-operation of the American Library Asso-

ciation, to get the library schools of the country, at some time in their course, to offer a more specialized course which could be taken by those students who intend to specialize in library work, and that in that course an attempt be made to develop the special library attitude, which is absolutely and wholly different from the general library attitude, toward the subjects handled. It seems to me that several exceedingly good things could come of it. In the first place, if the library schools would do for special libraries as they do for general libraries, that is, if they would select a certain number of libraries, which measure up to certain standards, throughout the country, and assign pupils to those libraries, with the understanding that before they could be qualified they would have to measure up to a certain standard; then a student who spent a certain amount of time in such a library would receive credit for special library work in the library course, exactly the same as students do now in general library work. Then I think you would find that you would get, in the first place, more specialized students; in the second place, I think you would lift the plane of special library work immensely, you would lift it to a much higher plane of professionalism and you would find that your directors and your people who pay the money to support these libraries would vie with one another to be qualified by the leading library schools in the country, and I think that in itself would be an inducement to a good many halting business concerns to support, as they are not supporting now, their libraries; they would see the advertising value of being endorsed by the leading library schools in the country, if they did not see anything else, and they would pay the money necessary to bring their own libraries up to that degree of efficiency.

On the other hand, it seems to me that the special library is offering an exceptionally interesting field to young women going into library work, and that the library schools as at present organized are not pointing the way to them as they should; and possibly the library schools are not in

a position to do it. I did not mean to consider this at this point, but I do think that is one of the subjects that might be seriously considered now or this evening, and, if necessary, a committee appointed to go over the whole subject, and possibly co-operate with the American Library Association or the library schools, whichever might be necessary, to bring it to a focus.

The VICE-PRESIDENT: It might be of interest to know that in Simmons we have a library school which appoints special courses with a view to fitting women especially for economic and business library work.

Do you desire, Mr. Handy, to put your suggestion in the form of a motion now or later?

Mr. HANDY: My motion, then, would be this, that the subject of co-operation between the library schools and the special libraries, with the aim of preparing students especially for special library work, be taken up at the conference this evening. (Carried)

The VICE-PRESIDENT: Before we take up any further discussion, out of respect to the Chairman of the Municipal Year Book Committee, I wish to ask for a report from that joint committee, of which Mr. Ranck is chairman.

Mr. RANCK: I can only report progress again. I had hoped to be able to report something very definite at this time. Our committee had a meeting in New York in June, after the Pasadena meeting, at which time there were present Mr. Baker, the editor of "Engineering News;" Professor Hart of Harvard; Professor Rowe of the University of Pennsylvania; Mr. Woodruff of the National Municipal League, Dr. Whitten of the New York Public Service Library and myself. I think that includes all of the persons who were present.

The committee discussed first of all what should be included in a municipal year book, and as a result of that discussion, which lasted three hours, in the City Club, Mr. Woodruff was delegated to take up with certain publishing houses the project of putting this thing through. I have had several letters from Mr. Woodruff within the last

few months, or weeks, on this subject, and he hoped to have a definite announcement ready for this meeting. The delay has been on account of the fact that the head of one of the publishing houses, the one that seemed most favorable toward this project, and a publishing house that is in the business of making year books and encyclopedias, was in Europe, and so Mr. Woodruff could not get that thing put through. However, he is in hopes that it may be put through almost any day.

I may say that thus far the prospects of our having for the cities of the United States and Canada an American municipal year book, are altogether favorable.

The VICE-PRESIDENT: Do you wish the committee to be continued?

Mr. RANCK: I think we have this in hand and that perhaps we might continue it.

The VICE-PRESIDENT: This committee has rather a unique function anyway. It speaks for both the State Libraries and the Special Libraries associations, a joint committee.

Mr. RANCK: And there was brought into it the National Municipal League and several others.

The VICE-PRESIDENT: Doubtless the National Municipal Review will contain in time notes of the proceedings of that committee, so that the members will be informed. Could it not be done that way?

Mr. RANCK: As soon as the thing is definitely decided I will notify the secretary.

The VICE-PRESIDENT: Yes, but I mean it would be available for any one to read in the National Municipal Review which appears from time to time.

Mr. RANCK: Probably, yes. If I may be permitted, I should like to say a word about another matter that was under discussion this afternoon. I was very much interested in what was said about present engineering training and the kind of training of men who are going into business, in their use of books, and their demand on libraries. A few weeks ago I had the privilege of going through one of the largest electric lamp factories in the country, one of whose

branches has 2000 people employed, and I was particularly interested in the corps of professional men. I went there to visit a friend of mine who is a physical engineer. He was a professor at the University of Pennsylvania, was afterward at the head of the department of physics in one of our state institutions, and was taken from that into this concern, and within the last three years that concern has engaged, I think, four or five doctors of philosophy, four or five men who have been professors in technical schools, and they are going at that business altogether different from the rule of thumb method; and that type of men who are accustomed to use books and who do use them are coming into demand more and more. One thing my friend said, that impressed me very much, was this, that in going about to a number of engineering schools, Cornell, the State College of Pennsylvania and several others, he has been talking to the boys taking engineering courses, of the chances and opportunities for going into that sort of work. These companies are after technically trained men from the colleges and universities and they send men like him out to talk to the boys and try to get them to come into their works. Another thing he emphasized, and which I think we must keep in our mind all the time—it is a thing we emphasize as librarians of the public libraries, but it has a bearing in the work of this organization as well—he said he was telling the boys at Cornell and those other engineering schools that while engineers have to deal with things, they have to know science; yet that more than half of the problems of the average engineer are problems of men rather than problems of things. In other words, that the humanities must be studied; that you must know sociology—that was referred to here this afternoon—and economics, just as much as chemistry and business and all that sort of thing. In short the two must go together.

Mr. G. W. LEE: Mr. Chairman, you have a question box there which has been forgotten all about, and I am not very sorry.

The VICE-PRESIDENT: No, I haven't.

I am going to put it in for discussion, the whole thing.

Mr. LEE: There were no questions, I think, except the question box. I should like to question that. There ought to be some machinery at these conferences for introducing the new members; some method by which we can all let it be known what we especially want to know; some way to meet the people that have this information.

Now, what I want to say about the question box is that it seems to me that the Special Libraries Association might introduce a circular that tells about the next conference of the American Library Association, and could put in a little slip saying, "Please send to headquarters a statement of what you want to know, what is your specialty." It would help immensely. People come here to get some information; they want to know about filing photographs, about dry-goods libraries and so on, and we ought to make it possible for them to get something out of the convention without trying too hard.

The VICE-PRESIDENT: I think Mr. Lee has raised a very natural question. I have talked with some of the older members of the American Library Association, and it seems to be the feeling that we have lost something since we have grown so large. With eight hundred members, it is almost impossible to know every one personally, as it was when there were only a couple of hundred in attendance at the meetings. The New York library meeting in September will bring together as many people as used to come to the American Library Association meetings ten or fifteen years ago. I do not see any way out of it except to follow some definite method from headquarters so that the American Library Association itself can arrange the matter. It is not a matter of hospitality necessarily, but oftentimes the stranger within our gates is the one that suffers in these respects. After you have been to three or four conventions you enjoy yourself, but the first year it is difficult to know people.

Mr. MORTON: I should like to offer a

suggestion with regard to the difficulty of the newer members getting to know the older ones. I find out that the way to get acquainted is to pitch in and do some work. Then they have to know you. I would therefore suggest putting the younger members on the various committees and make them work and work hard; then they will come to know people.

The VICE-PRESIDENT: You have brought up a very important point, and that is what we might call the committee system. The system has often failed by being limited to three members. The chairman does the work and sends around to the other members to sign up; or they live at various points of the country and the chairman forgets to do the work or for various reasons fails to report. The way to get the best results is to appoint a committee of one and get the work done by that committee, and if he does not do the work, discharge him and get another person in his place who will do the work. We are suggesting now a re-arrangement of that method by which we can get, I think, better results, in answer to your remarks.

Mr. MARION: I wonder if Mr. Handy would develop a little the idea that was brought out in a conversation that he held with me some little time ago in Boston, in which he pointed out the sort of large opportunities that come to the special librarian, that do not come to the public librarian, and cannot from the very nature of things.

Mr. HANDY: I had in mind especially when I was talking with Mr. Marion a man who at present holds the position of assistant manager in New York of the Fire Insurance Exchange. I think his salary is between six and seven thousand a year. It happens that he is a very bright fellow, and he is taking charge also of evening classes in the New York University school of commerce and accounts, which adds another thousand dollars a year to his salary. I am speaking, in this, simply from the standpoint of salary. He started in as a special librarian. He came into opportunities solely through the close personal contact

with superiors who were looking for exactly this kind of advisory and expert service that I tried to emphasize in my paper. Of course, he made good in the smaller position, and through making good there got the opportunity to go to New York in the first place, in a position, which while not particularly better than the one he had occupied as librarian, was better in opportunities and much beyond anything that any special library would be likely to offer; and he has so far made good in New York that he has come into the opportunity that I spoke of, and he has the present salary, which of course carries with it responsibilities; but it seems to me it will be a great many years before in general library work one would find an opportunity like that for advancement, because it was all done in about seven or eight years. It is that possibility of getting in close contact with the heads of great industrial organizations and great enterprises, and by making one's self extremely serviceable and valuable there, that makes the special library a particularly promising field either for bright men or bright women. It is not the library service in itself but it is the opportunity of getting into close contact with men who have made great successes in business, and that opportunity, I think, does not come to the general librarian. The person entering the general library must expect that the top of the work is simply the library opportunities themselves, and, of course, they are somewhat limited. A person entering special library work feels that the top is the whole vast industrial or commercial enterprise in which he is engaged, and if he has the adaptability—and that is precisely the thing which we have been trying to emphasize as necessary in library work,—he naturally, as time goes on, sees the field of opportunity broadening, and the opportunity comes for him to step out of the more restricted into the larger, more active field.

I know another person who received a very interesting offer, with a considerably larger salary and greater executive responsibilities, due entirely to the fact that he

had made good in special library work; to the fact that that work brought him into contact with superiors who were able to help him into a broader opportunity. I think that is well worth emphasizing for either men or women interested in this meeting.

Mr. LAPP: Just that fact is the reason why we should have some means of training special librarians. The good men are being drawn off so rapidly that it is impossible for the demand to be supplied, and I am glad that the question of training librarians is coming up, and I hope that when it does come up we shall have some provision made for a committee that will work out a complete scheme in co-operation with the American Library Association and the library schools for the training of special librarians. But right there we should also emphasize the fact that it is not merely the librarians that should be trained, but we should train the directors of the establishments, and it ought to be emphasized in all special library work that there is a difference. I would agree with many who have spoken before, that the director of an establishment need not necessarily be a person trained in library work, although a person trained in library work could make a good success of it if he also had an insight into the business. But I would emphasize the fact that we need a training for directors of establishments and we also need a special training for librarians and assistants. It is a great deal in the library world as it is in the college world, that the men who become really worth while as college professors, in the commercial departments at least, and in the engineering departments, unless they have a taste for the teaching work which would prevent their leaving it, do not stay very long in the business of teaching, and the college must continually recruit new men, and that is a difficulty that is going to confront the Special Libraries Association and people who are establishing special libraries, more and more. I believe that if the number of concerns to-day that ought to have special libraries and would profit

wonderfully by them, were to attempt to get special librarians or directors of departments, they would fail completely and the whole movement would go to the bad, simply because you could not supply the people who would be competent for the work. The same thing is true of municipal reference departments. It is unfortunate if they are established and men who are not qualified are put in charge. The same thing is true of legislative reference departments. We might better wait for years rather than establish them before we can put them in charge of people who appreciate the work to be done, and who have the ability to do it. So that I think our big problem is to keep the special library movement from growing too fast for us to supply the men and women who can do the work; and I would emphasize again that we need two or three different kinds of training; one for those who are to have general direction of the work, for those who are to do the actual work on the library side, and also for the assistant side.

Mr. LEE: One difference is that in the public library you are being asked questions all the time, and in the special library you are being asked questions two-thirds of the time, and the other third you ask questions yourselves, so you get the benefit of variety; part of the time you are a student, and the rest of the time you are a librarian, and there is that stimulating, broadening effect, and to me it has been a very uplifting effect.

Mr. MORTON: Mr. Marion spoke of the training of the librarian, also Mr. Lapp and one or two others. I do not know whether our position is particularly unique, but some months ago I lost my assistant, and instead of going to a library man I considered myself extremely fortunate to get a man who was a graduate chemist, a civil engineer, a mining engineer and a man who had had wide experience in all of those branches. It seems to me that for technical business the practical training in the particular line of business is of far greater value than training in any library system, simply on account of the nature of the in-

formation that they are called upon to produce.

Miss LINDHOLM: I wish to add a word to what Mr. Lapp has said, to point out the fact that even if we should try to give courses in special library work in the library school, there would not be any teachers in the library school qualified to give these courses, because they would not have the special library experience, and we ourselves are too busy running our special libraries to give the courses, so that it is really a matter quite far in the future, I should think. Last spring I read in the *Library Journal* a very good article on a course for legislative reference librarians, but that is the first article of the kind I have ever seen, although I had often thought about it myself.

Another thing that would help out in trying to give some idea of special library methods to new people, would be for those of us who have gotten our libraries well in hand, our systems, etc., to get up a series of little handbooks on how to organize a financial library, a public utilities library, a legislative reference library and so on, those who are perhaps library school students could use these pamphlets as textbooks. This would necessitate our starting in the publishing business and having a publishing board, like the American Library Association.

Miss HOAGLAND: I think we should fail in our whole duty toward the library profession, and especially to the profession of the special librarian, if we did not take some account of this growing demand for training in special library work. I think that we appreciate the great difficulty of combination of the technical work that is necessary in library training and the special library field that each might wish to occupy. It has seemed to me that it was possible to make a combination by giving a minimum of library training, and then for students to specialize in some business lines and learn the bibliography of that trade. Of course, that is a very difficult operation in the ordinary library school, but I believe there are places in the country where that

might be acquired, where many businesses are present, capable of furnishing the libraries, and where students can take, say, three months of technical training, which would include typewriting of records, and then can be sent into the field to learn that field, the school to furnish them the special bibliography for that special work. In that way I believe we could develop a series of libraries that would train for special librarianship.

Miss MILLER: There is already one school, the Wisconsin school, which gives regular instruction to such students as wish to take up legislative reference work. They are given from one to two months library experience during those two months in the winter when the other members of the class go to the public libraries. They at least get the principles of legislative reference work.

The VICE-PRESIDENT: If there is no further discussion, we will take up the reports of committees, and the first will be Mr. Lapp's report, as editor of the publication.

Mr. LAPP: There is very little to report in regard to the publication. It has been issued regularly since January, 1910, and the third volume is now nearly completed. The growth of subscriptions has been gratifying, and the publication has been able to do what was done on the membership which we have had. We hope to have an increased membership, because there are a number of things which we can do. We have now regularly established several sources of information, we are going to have others, and out of those we will publish, I think, a better, more useful magazine the coming year than we have in the past. We have a connection with the Library of Congress by which a special bibliography is furnished every month upon some obscure question. We have a connection with the New York public library by which we receive municipal documents. We have a connection with the Public Utilities Committee by which we will have public utility references and the others, insurance references and so on. The pub-



lication will issue also some special bibliographies such as the one that was issued recently on city planning. It will take up certain others and publish them as means permit.

The main thing I want to ask as editor of "Special Libraries" is that the editor should receive co-operation from persons connected with the association. This is a co-operative enterprise and every one should co-operate. Whenever you know of anything which has happened in your community in the special library interest, or of any publication that does not get into the ordinary sources, furnish that to the editor and it will be scattered over the country through "Special Libraries."

A new system will be organized following this meeting, we hope, by which the country will be divided into districts in each of which there will be one person who will be responsible for that district, and we hope in that way to keep in closer touch. We will also have a representative in the different classes of special libraries so that no one will be left out, and we will get reports from all persons who are representing the different departments in the special libraries, which now number perhaps seven or eight that are active different classes of libraries.

I want to ask for suggestions also from the members of the association about things that we want published. I would be glad to receive letters. I do not receive enough of them; and, another thing, I do not receive criticisms. There are many things we would like to know about the publication, many things we would like to learn. We would like to hear from you either one way or the other on the publication.

The VICE-PRESIDENT: I will call for the report of the Committee on Public Utilities, Mr. Morton.

(Mr. Morton rendered a brief report which is available in the secretary's office to those who may be interested to see it.)

The session then adjourned.

#### FOURTH (EXTRA) SESSION

(Monday, July 1, 8:15 p. m.)

After an informal interchange of ideas among a small group of people who gathered in the private dining room, the business session, continued from the afternoon, was called to order by Vice-President Brigham. In view of the small attendance and in order to allow greater publicity the meeting was adjourned to Tuesday, July 2, 9:30 a. m.

#### FIFTH (SECOND JOINT) SESSION

(Tuesday, July 2, 9:30 a. m.)

The second joint session was attended by the National Association of State Libraries, the American Association of Law Libraries and the Special Libraries Association delegates, and was presided over by Mr. Brigham, vice-president of the Special Libraries Association. The meeting was held in the ball room of the Chateau Laurier.

Mr. Charles J. Babbitt of the Massachusetts state library read the first paper, entitled "Snags, stumbling blocks and pitfalls among the session laws." During the course of his paper Mr. Babbitt touched upon some very interesting phases of these questions. In the absence of Mr. James MKirdy, Mr. Thomas Montgomery, state librarian of Pennsylvania, presented his paper, entitled "Bill drafting." Following this, in the absence of Dr. John H. Arnold, librarian of the Harvard Law School, Mr. George S. Godard read his paper, entitled "The history of the growth and development of the Harvard university law library." Great regret was expressed at the absence of Dr. Arnold, who may now be looked upon as the father of law libraries.

Following this Mr. Lapp discussed the question of co-operation between legislative reference departments. This address also covered a report upon the same subject as well as a report on legislative reference service. Mr. Godard followed with general remarks, in which he called attention to the great changes in our present social life,

brought about by improvements in our methods of transportation, so that now our view point is so much broader that in the drawing of bills we can no longer overlook what other states are doing, hence the great necessity for co-operation and wider knowledge in this field. He reviewed briefly the work of the Law Reporting Company and tried to point out how service such as they had rendered might be made practical. He appealed for a national legislative information bureau, and he questioned whether this could ever be brought about by co-operation, but rather insisted that it must be a definitely established service run for profit or subsidized by government support. The chairman called attention to the library law abstracts which are probably present in every state library in one form or another. In these abstracts minute subjects are touched upon which are difficult to get at. The material usually exists only in carbon form. As a result of an interview with a commercial concern, the chairman found that with the use of the multigraph this firm would agree to furnish three hundred copies for \$1.00 a folio with \$5.00 for composition and general work. This would mean on a thirty folio, a total of \$35.00 for an issue of three hundred copies. He suggested that such material be sent to a central agency and believed that such a scheme could be worked out successfully. Mr. Babbitt called attention to several interesting instances where the assistance of such a scheme would have been invaluable in furthering greater publicity for material which was only found through co-operation among the state libraries. Dr. Clement W. Andrews believed that this sort of work should be done at the American Library Association headquarters and thought with competent operators this was the most practical way to have it done. He also called attention to the fact that the Illinois State Bankers Association had asked the John Crerar library to undertake an analysis of the State Banking Association publications. He offered to send circulars covering that work to any state or law

libraries that might find them of usefulness.

Mr. D. N. Handy of the Insurance Library Association of Boston spoke in regard to the recently organized legislative bureau of the National Board of Fire Underwriters. One of the chief functions of this bureau will be to bring together an abstract card index of the laws in the various states in the country bearing on fire insurance. Recently the Association of Life Insurance Presidents has completed a card index abstract of the laws bearing on life insurance, comprising something like four thousand cards. Mr. Godard offered further discussion which he finally followed with a motion to the effect "that our committee on resolutions prepare suitable resolution directed to Congress, endorsing the bill now before Congress looking toward the permanent establishment of a legislative bureau at Washington and expressing our hope that it may be established in the very near future, and at the same time expressing our willingness to co-operate in any way that we can." Mr. Montgomery, as chairman of the Committee on resolutions then offered several resolutions.\*

Mr. Johnson Brigham of Iowa then opened up the discussion of the relation between state libraries and legislative reference bureaus, to which Mr. Montgomery replied. General discussion followed in which several told of the actual working relations between these two jurisdictions in their several states. The meeting adjourned at 12:24 p. m.

#### SIXTH (BUSINESS) SESSION

(Tuesday, July 2, 12:25 p. m.)

At the close of the second joint session, a business meeting of the Special Libraries Association was called to order by Vice-President Herbert O. Brigham in the ball room of the Chateau Laurier.

The VICE-PRESIDENT: The first business is the report of the secretary-treasurer.

\*These resolutions will be found in full in the proceedings of the National Association of State Libraries, which will be printed by that association.

Mr. MARION: The membership has increased, from September, 1911, from 171 members, until June, 1912, to 224 members, which is an increase of thirty per cent. The bulletin has increased in pages from 12 to 16. The financial situation seems to

be very satisfactory. We have a cash balance of \$292.15. There seems to be an increased call for special librarians in heretofore unknown fields. The following statement indicates the condition of the treasury as of the date given:

## SPECIAL LIBRARIES ASSOCIATION

July 1, 1912.

Financial statement of the books as of the above date.

Receipts		
Cash on hand Sept. 27, 1911.....	\$119.07	
Membership fees and subscriptions .....	415.80	
Sale of back numbers .....	85.28	
Sale of reprints, bibliographies, etc. ....	31.13	
Advertising .....	12.00	
Expenditures		\$663.28
Rent of hall at New York meeting.....	15.00	
Stenographic work of New York meeting.....	15.00	
Postage, telegrams, express, etc. ....	41.08	
Storage cabinet for editor's office.....	13.25	
Indexing of volume 1.....	10.00	
Printing .....	275.50	
Bank Exchange.....	1.80	371.13
July 1, 1912, Cash on hand.....		\$292.15
Accounts Receivable .....	144.10	
Accounts Payable .....		no bills rendered

GUY E. MARION, Treasurer.

On motion of Mr. Montgomery the report was received.

The CHAIRMAN: The report of the executive board of the Special Libraries Association is brief. It is proposed during the coming year to readjust as far as possible the committee system and substitute therefor representatives for certain sections of the country, so that the persons who represent those sections shall be responsible for the part in which they are located. It is entirely a matter for the board. I think that will be the extent of their report, in brief, and I will now call for the report of the nominating committee, Mr. Lee.

Mr. LEE: The nominating committee respectfully submits the following list of officers for the ensuing year:

President: D. N. Handy, Boston.

Vice-President: R. H. Johnston, Washington.

Secretary-Treasurer: G. E. Marion, Boston.

Executive Board: Officers ex-officio: O. E. Norman, Chicago; Florence Spencer, New York.

There being no counter nominations, on motion, the secretary cast a ballot for the association, and the chair declared the nominees elected for their respective offices.

Mr. HANDY: Will it be in order now to take up the matter of special education for the special training of library assistants?

The CHAIRMAN: That comes under the head of new business, which we are now taking up. You are quite in order.

Mr. HANDY: I would make a motion that a committee of three be appointed by the President, upon the training of special librarians, with instructions to report upon this matter at the next annual meeting.

The motion was seconded by Mr. Lapp and carried.

Upon motion of Dr. Andrews the meeting adjourned sine die.

## ATTENDANCE SUMMARIES

### By Position and Sex

	Men	Women	Total
Trustees .....	21	0	21
Library Commissions			
representatives .....	9	12	21
Chief librarians .....	103	130	233
Assistants .....	50	191	241
Library schools .....	1	13	14
Editors of lib. periodicals	2	2	4
Commercial agents .....	24	3	27
Others .....	38	105	143
<b>Total .....</b>	<b>248</b>	<b>456</b>	<b>704</b>

### By Geographical Sections

6 of the 6 New England States sent..	99
5 " 5 North Atlantic States and District of Columbia sent..	179
5 " 6 South-eastern States sent..	12
7 " 7 North Central States " ..	203
3 " 6 South Central States " ..	23
7 " 11 Western States.....	26
4 " 7 Pacific States " ..	16
5 " Canadian Provinces....	144
England .....	1
Japan .....	1
<b>Total .....</b>	<b>704</b>

### By States

Alabama .....	1	Missouri .....	17
California .....	8	Nebraska .....	4
Colorado .....	4	New Hampshire.	7
Connecticut .....	17	New Jersey .....	13
Delaware .....	1	New York .....	99
District Columbia	20	North Carolina ..	2
Florida .....	1	Ohio .....	45
Georgia .....	5	Oklahoma .....	1
Illinois .....	82	Oregon .....	1
Indiana .....	17	Pennsylvania ...	40
Iowa .....	10	Rhode Island ....	8

Kansas .....	5	South Dakota ...	1
Kentucky .....	5	Texas .....	1
Louisiana .....	1	Utah .....	1
Maine .....	5	Vermont .....	9
Maryland .....	6	Virginia .....	3
Massachusetts .	53	Washington .....	6
Michigan .....	34	West Virginia ...	1
Minnesota .....	9	Wisconsin .....	15

### By Provinces

Alberta .....	1	Ontario .....	135
British Columbia	1	Quebec .....	13
Manitoba .....	3	Saskatchewan ..	1

### Foreign Countries

England .....	1	Japan .....	1
<b>Total .....</b>	<b>704</b>		

### By Libraries

Libraries having five or more representatives:

Brooklyn Public L. ....	8
Chicago Public L. ....	22
Cleveland Public L. ....	24
Detroit Public L. ....	8
Grand Rapids Public L. ....	6
Illinois, L. of Univ. of .....	10
Indiana State L. ....	5
John Crerar L. ....	7
Library of Congress .....	10
McGill Univ. L. ....	9
New York Public L. ....	7
New York State L. ....	12
Ottawa Public L. ....	11
Pittsburgh Carnegie L. ....	11
St. Louis Public L. ....	12
Toronto Public L. ....	10

Note: Those who participated in post-conference trip *only* are not counted in above statistics.

## ATTENDANCE REGISTER

\* Prefixed to a name indicates participation in post-conference trip on the lower St. Lawrence and Saguenay Rivers

\*\* Prefixed to a name indicates participation in post-conference trip only.

**Abbreviations:** F., Free; P., Public; L., Library; In., Librarian; asst., Assistant; trus., Trustee; ref., Reference; catlgr., Cataloger; Br., Branch; sch., School.

- Abbot, Etheldred, asst. in. P. L., Brookline, Mass.
- Ahearn, Mrs. Thomas, Ottawa, Can.
- \*Ahern, Mary Eileen, editor "Public Libraries," Chicago, Ill.
- \*Alexander, W. H., asst in. Assn. of the Bar, New York City.
- \*Alexander, Mrs. W. H., New York City.
- Allin, Eugenia, organizer Ill. L. Ex. Commission, Decatur, Ill.
- \*Anderson, Mrs. C. N., Detroit, Mich.
- Anderson, Edwin H., asst. director P. L., New York City.
- Anderson, John R., bookseller, New York City.
- \*Anderson, Margaret M., asst. P. L., Detroit, Mich.
- Anderson, Robert B., asst. in. Harvard Law L., Cambridge, Mass.
- Andrews, Clement W., in. John Crerar L., Chicago, Ill.
- Andrus, Gertrude E., supt. child. dept., Seattle, Wash.
- \*Anthony, Grace F., New York City.
- Arbique, Georgette, asst. P. L., Ottawa, Can.
- Archer, Frances R., in. P. L., Talladega, Ala.
- Arms, Jessie L., 1st asst. catlgr., Univ. of Iowa, Iowa City, Ia.
- \*Askew, Sarah B., organizer P. L. Commission, Trenton, N. J.
- Ault, A. W., trus. P. L., Ottawa, Can.
- Austen, Willard, asst. in. Cornell Univ. L., Ithaca, N. Y.
- Austen, Mrs. Willard, Ithaca, N. Y.
- Ayer, Clarence W., in. P. L., Cambridge, Mass.
- Babbitt, Charles J., asst. State L., Boston, Mass.
- Baer, Harriet Irene, Hebrew Institute Br., P. L., Chicago, Ill.
- Bailey, Arthur L., in. Wilmington Inst. F. L., Wilmington, Del.
- Baker, Charlotte A., in. State Agric. Coll., Fort Collins, Colo.
- Baker, Herbert W., Ottawa, Can.
- Baker, Mary N., in. P. L., Elwood, Ind.
- Ball, Fanny D., in. Central High Sch., Grand Rapids, Mich.
- \*Banks, Mary, in. P. Service L. of N. J., Newark, N. J.
- Banton, T. W., trus. P. L., Toronto, Can.
- Barickman, Mrs. Rena M., in. P. L., Joliet, Ill.
- \*Barnett, Claribel R., in. U. S. Dept. of Agric., Washington, D. C.
- Barnett, J. Davis, sec'y-treas. P. L., Stratford, Ont.
- Barnstead, Winifred G., asst. catalog dept. P. L., Toronto, Can.
- Barry, May H., asst. Geological Survey L., Ottawa, Can.
- \*Bascom, Elva L., editor A. L. A. Booklist, Madison, Wis.
- Bates, Helen C., chief order dept. P. L., Detroit, Mich.
- Bates, Mary R., asst. in. Univ. of Vt., Burlington, Vt.
- Baxter, Miss, asst. in. P. L., London, Ont.
- Beatty, Alma, in. P. L., Pembroke, Ont.
- Beer, William, in. Howard Mem. L., New Orleans, La.
- \*Bell, Madelene M., senior asst. child. dept. F. P. L., Worcester, Mass.
- Bergman, F. W., mgr. Chateau Laurier, Ottawa, Can.
- Bergold, Bertha R., asst. Lincoln L., Springfield, Ill.
- Bergold, Mrs. E., Springfield, Ill.
- Berry, Ethel I., N. Y. State L. Sch., Albany, N. Y.
- Billingsley, Mary P., asst. in. State L., Topeka, Kas.

- Black, Mary J. L., in. P. L., Fort William, Ont.
- Blackwelder, Paul, asst. in. P. L., St. Louis, Mo.
- \*Blanchard, Grace, in. P. L., Concord, N. H.
- Bligh, Harris H., in. Supreme Court L., Ottawa, Can.
- Bliss, Robert P., asst. sec'y F. L. Commission, Harrisburg, Pa.
- Blodgett, Evelyn M., catigr. State L., Montpelier, Vt.
- Bogle, Sarah C. N., director Training Sch. for Children's Lns., Carnegie L., Pittsburgh, Pa.
- Booth, Mary J., in. State Normal Sch. L., Charleston, Ill.
- Borchard, Edwin M., law in. L. of Congress, Washington, D. C.
- Borresen, Lily M. E., in. P. L., Two Harbors, Minn.
- Bostwick, Andrew Linn, technical in. P. L., St. Louis, Mo.
- Bostwick, Arthur E., in. P. L., St. Louis, Mo.
- Bostwick, Mrs. A. E., St. Louis, Mo.
- Bowerman, George F., in. P. L., Washington, D. C.
- \*Bowker, R. R., editor "Library Journal," New York City.
- \*Bowker, Mrs. R. R., Stockbridge, Mass.
- Boyd, Anne M., in. James Millikin Univ., Decatur, Ill.
- Boyd, Edward J., mgr. Cassell Co. Ltd., Toronto, Can.
- Boyd, Mrs. W. P., Arthur, Ill.
- Boyle, Gertrude M., asst. catalog dept. P. L., Toronto, Ont.
- Brandenburg, S. J., in. Miami Univ. L., Oxford, O.
- Brett, William H., in. P. L., Cleveland, O.
- \*Briggs, Walter B., in. Trinity Coll., Hartford, Conn.
- \*Briggs, Mrs. Walter B., Hartford, Conn.
- Brigham, Herbert O., in. State L., Providence, R. I.
- Brigham, Johnson, in. State L., Des Moines, Ia.
- \*Brown, Alice Harris, in. Kingsbridge Br., P. L., New York City.
- Brown, Demarchus C., in. State L., Indianapolis, Ind.
- Brown, Geo. A., chairman Carnegie P. L., Campbellford, Ont.
- Brown, Walter L., in. P. L., Buffalo, N. Y.
- Browning, Eliza G., in. P. L., Indianapolis, Ind.
- Brydone, William, trus. P. L., Clinton, Ont.
- Bryson, Dr. Mary, Ottawa, Can.
- Bucher, Mrs. E. A. Sherwood, asst. U. S. Dept. of Agric. L., Washington, D. C.
- Bulmer, Jeanie N., in. Y. W. C. A., New York City.
- Burpee, Lawrence J., Ottawa, Can.
- Burpee, Mrs. L. J., Ottawa, Can.
- \*Burr, Clara J., Rocky Hill, Conn.
- Burrell, Hon. Martin, minister of agriculture, Ottawa, Can.
- Burrell, Mrs. Martin, Ottawa, Can.
- Butler, H. L., Am. Law L., New York City.
- Butters, Mary T., in. P. L., Niagara Falls, Ont.
- Byam, C. A., chairman P. L., New Liskeard, Ont.
- Calder, Mrs. Mary E., in. P. L., Fenelon Falls, Ont.
- Caldwell, Clara A., asst. P. L., Cleveland, O.
- Caldwell, Lena E., in. P. L., Flint, Mich.
- \*Calhoun, Alexander, in. P. L., Calgary, Alta.
- \*Calhoun, Marion, asst. in. Geological Survey L., Ottawa, Can.
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TWO EAST NINETY-FIRST STREET  
NEW YORK

Dear Mr President.

You ask. What do

you consider the most valuable  
accomplishment of the Public  
Library Movement in the  
past decade" —

Answer —

The spread of the truth  
that the Public Library, free  
to all the People, gives

Nothing for Nothing: that  
the Reader must himself climb  
the ladder & in climbing  
gain knowledge how to  
live this life well

Wendell Carnegie

New York April 7<sup>th</sup> 1913.

# **PAPERS AND PROCEEDINGS**

**OF THE**

**THIRTY-FIFTH ANNUAL  
MEETING**

**OF THE**

# **AMERICAN LIBRARY ASSOCIATION**

**HELD AT**

**KAATERSKILL, N. Y.**

**JUNE 23-28, 1913**

**AMERICAN LIBRARY ASSOCIATION**

**78 E. WASHINGTON STREET**

**CHICAGO, ILL.**

**1913**

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# KAATERSKILL CONFERENCE

JUNE 23-28, 1913

## FIRST GENERAL SESSION

(Monday evening, June 23)

The PRESIDENT: The Thirty-fifth Annual Conference of the American Library Association begins this evening. Custom has decreed that the presiding officer shall deliver a message, and the present presiding officer has not sufficient independence of mind to depart from that long-established custom.

### PRESIDENT'S ADDRESS

#### The World of Print and the World's Work

##### I

Turning for a text to Victor Hugo's stirring epic of Paris, these words may be found in the section for May, and in the third chapter thereof:

A Library implies an act of faith  
Which generations still in darkness hid  
Sign in their night, in witness of the dawn.

When Johann Gutenberg in his secret workshop poured the molten metal into the rough matrices he had cut for separate types, the instrument for the spread of Democracy was created. When early Cavaliers and Puritans planted the crude beginnings of free public schools, the forces of Democracy were multiplied. When half a century ago the first meager beginnings of the public library movement were evolved, Democracy was for all time assured. Thus have three great stages, separated each by a span of two hundred years from that preceding, marked that world development whose ultimate meaning is not equality of station or possession, but equality of opportunity.

Not without stress and strife have these yet fragmentary results been achieved. Not without travail and difficulties will universal acceptance be accorded in the

days to come. But no one may doubt the final outcome which shall crown the struggle of the centuries. The world was old when typography was invented. Less than five centuries have passed since then, and in this interval—but a brief period in the long history of human endeavor—there has been more enlargement of opportunity for the average man and woman than in all the time that went before. Without the instrumentality of the printed page, without the reproductive processes that give to all the world in myriad tongues the thought of all the centuries, slavery, serfdom and feudalism would still shackle the millions not so fortunate as to be born to purple and ermine, and fine linen.

##### II

The evolution of the book is therefore the history of the unfoldment of human rights. The chained tome in its medieval prison cell has been supplanted by the handy volume freely sent from the hospitable public library to the homes of the common people. The humblest citizen, to day, has at his command books in number and in kind which royal treasures could not have purchased five hundred years ago. In the sixteenth century, it took a flock of sheep to furnish the vellum for one edition of a book, and the product was for the very few; in the twentieth, a forest is felled to supply the paper for an edition, and the output goes to many hundred thousand readers. As books have multiplied, learning has been more widely disseminated. As more people have become educated, the demand for books has increased enormously. The multiplication of books has stimulated the writing of them, and the inevitable result has been a deterioration of quality proportioned to the increase in quantity. In the English language alone, since 1880, 206,905 titles of

books printed in the United States, have been listed, and 226,365 in Great Britain since 1882. Of these 433,270 titles, 84,722 represent novels—36,607 issued in the United States and 48,115 in Great Britain. Despite the inclusion of the trivial and the unsound in this vast mass of printed stuff, no one can doubt the magnitude of the service performed in the advancement of human kind. The universities have felt the touch of popular demand, and in this country at least some of them have attempted to respond. Through correspondence courses, short courses, university week conferences, summer schools, local forums, traveling instructors, and other media of extension, many institutions of higher learning have given recognition to the appeal of the masses. Logically with this enlargement of educational opportunity, the amplification of library facilities has kept pace. The libraries have become in a real sense the laboratory of learning. Intended primarily as great storehouses for the accumulation and preservation rather than the use of manuscripts and books, their doors have been opened wide to all farers in search of truth or mental stimulus.

In a report to the English King, Sir William Berkeley wrote as governor of Virginia in 1642: "I thank God there are no free schools nor printing, and I hope we shall not have them these hundred years; for learning has brought disobedience into the world, and printing has divulged them, and libels against the best government. God keep us from both."

Governor Berkeley's sentiments, expressed by him in turgid rhetoric, were held in his day by most men in authority, but that did not prevent the planting of little schoolhouses here and there, and men of much vision and little property bequeathed their possessions for maintaining them. Many a school had its origin in a bequest comprising a few milch kine, a horse or two, or a crop of tobacco; in some instances, slaves. From such beginnings, with such endowments, was evolved three hundred years ago the public system of

education which today prodigally promises, though it but niggardly realizes, sixteen years of schooling for every boy and girl in the land.

If the span of years needed for the development of the free library system has been much shorter, the hostile attitude of influential men and the privations that attended pioneer efforts were no less marked. As recently as 1889 the writer of an article in the *North American Review* labeled his attack: "Are public libraries public blessings?" and answered his own question in no uncertain negative. "Not only have the public libraries, as a whole, failed to reach their proper aim of giving the means of education to the people," he protested, "but they have gone aside from their true path to furnish amusement and that in part of a pernicious character, chiefly to the young." And he added: "I might have mentioned other possible dangers, such as the power of the directors of any library to make it a propaganda of any delusive ism or doctrine subversive of morality, society or government; but I prefer to rest my case here."

And it was somewhat later than this that the pages of the *Century* gave space to correspondence in opposition to the establishment of a public library system for the city of New York.

These were but echoes of earlier antagonisms.

### III

For the documentary material dealing with the beginnings of the public library movement, the searcher must delve within the thousand pages of a portly folio volume issued by the British government sixty years ago. If one possesses patience sufficient to read the immense mass of dry evidence compiled by a parliamentary commission and "presented to both houses of parliament by command of Her Majesty," some interesting facts in library history will be found. A young man of twenty-three, then an underling in the service of the British Museum, afterwards an eminent librarian, was one of the principal witnesses. Edward Edwards had the gift



of vision. Half a century before public libraries became the people's universities, as they are today, his prophetic tongue gave utterance to what has since become the keynote of library aims and policies. Badgered by hostile inquisitors, ridiculed by press and politicians, he undeviatingly clung to his views, and he lived to see his prophecy realized.

Great libraries there had been before his day; remarkable as a storehouse of knowledge in printed form was, and is in our own day, the institution with which he was associated. But in these rich reference collections intended for the student of research, the element of popular use was lacking. To have suggested the loan of a single book for use outside the four walls of the library would have startled and benumbed everyone in authority—and without authority—from the members of the governing board to librarian, sub-librarians, and messenger boys. This stripling faced the members of parliament, and without hesitation proclaimed his thesis.

"It is not merely to open the library to persons who, from the engrossing nature of their engagements of business, are at present utterly excluded from it, but it is also that the library may be made a direct agent in some degree in the work of national education. Let not anyone be alarmed lest something very theoretical or very revolutionary should be proposed. I merely suggest that the library should be opened to a class of men quite shut out from it by its present regulations."

Then he added: "In such a country as this there should be one great national storehouse. But in addition to this, there should be libraries in different quarters on a humbler scale, very freely accessible."

One of the ablest members of parliament, William Ewart, of Liverpool, became intensely interested in the views expressed by young Edwards, and from that day was counted the consistent champion of library privileges for the common people. Largely through his instrumentality, aided by such men as Richard Cobden, John Bright and Joseph Brotherton, parlia-

ment passed an act "for the encouragement of museums." Out of this measure grew the later public libraries' act. This notable step was not accomplished without bitter opposition.

"The next thing we will be asked to do," said one indignant member on the floor of the House, "is to furnish people with quoits and peg-tops and footballs at the expense of taxpayers. Soon we will be thinking of introducing the performances of Punch for the amusement of the people."

Events in England influenced similar movements in the United States. In a letter to Edward Everett, in 1851, Mr. George Ticknor gave the first impetus to the establishment of a free public library in Boston—the first in the new world to be maintained permanently by the people for the people.

"I would establish a library which differs from all free libraries yet attempted," he wrote. "I mean one in which any popular books, tending to moral and intellectual improvement, shall be furnished in such numbers of copies that many persons can be reading the same book at the same time; in short, that not only the best books of all sorts, but the pleasant literature of the day, shall be made accessible to the whole people when they most care for it; that is, when it is new and fresh."

Sixty years after the date of Mr. Ticknor's letter, and chiefly within the last two decades of the period, the public library movement has assumed a place in public education, which, relatively, the public school movement attained only after three hundred years of effort. When Thomas Bodley died, in 1613, in all Europe there were but three libraries accessible to the public—the Bodleian, the Angelo Rocca at Rome and the Ambrosian at Milan. In 1841 the Penny Cyclopaedia devoted about four inches of a narrow column to the subject of libraries, ancient and modern, and limited its reference to American libraries to one sentence, obtained at second hand from an older contemporary:

"In the United States of America, according to the *Encyclopedia Americana*,

the principal libraries are, or were in 1831, that of Harvard College, containing 36,000 volumes; the Philadelphia Library, containing 27,000; that of the Boston Athenaeum, containing 26,000; that of Congress, containing 16,000, and that of Charleston, containing 13,000."

It is only since 1867 that the federal government has deemed it worth while to compile library statistics, and the first comprehensive figures were gathered in 1875. It is worth noting that then they embraced all libraries comprising 300 volumes, and that in 1893 no mention is made of collections containing less than a thousand volumes, while the most recent official enumeration makes 5,000 volumes the unit of consideration. From these official figures may be gleaned something of the extraordinary growth of libraries, both numerically and in size. In 1875, including school libraries there were 2,039 containing a thousand volumes, ten years later there were 4,026, ten years after that 8,000, and at this date there are in this class not less than 12,000, while the recorded number comprising three hundred volumes or more reaches the substantial total of 15,634, and 2,298 of these catalog in excess of 5,000 volumes each.

#### IV

These figures show phenomenal growth, but even more impressive are the facts that give their full meaning in detail. From a striking compilation issued in Germany by *Die Brücke* a few weeks ago, together with figures extracted by means of a questionnaire, supplemented by statistical material gathered by the Bureau of Education, the facts which follow have been deduced: Counting the great libraries of the world, the six continents abutting the seven seas possess 324 libraries whose book collections number in excess of 100,000 volumes each, and of these 79—or approximately one-fourth—are located in the Americas. Of the 79 American libraries 72 are in the United States, including university, public, governmental and miscellaneous institutions, with a com-

bined collection of 19,295,000 volumes. If this statistical inquiry is pursued further, a reason becomes apparent why millions are starved for want of books while other millions seemingly have a surfeit of them. The rural regions, save in a handful of commonwealths whose library commissions or state libraries actively administer traveling libraries, the book supply is practically negligible. Even the hundreds of itinerating libraries but meagerly meet the want. All the traveling libraries in all the United States have a total issue annually less than that of any one of twenty municipal systems that can be named. The public library facilities in at least six thousand of the smaller towns are pitifully insufficient and in hundreds of them wholly absent. The movement to supply books to the people was first launched in the rural regions seventy years ago. Indeed the movement for popular education known as the American Lyceum, which forecast the activities of the modern public library just as the mechanics' institutes of Great Britain prepared the soil for them in that country, flourished chiefly in the less thickly settled centers of population. The early district school libraries melted away in New York state and Wisconsin and other states, and the devastated shelves have never been amply renewed. The library commissions are valiantly and energetically endeavoring to supply the want, but their efforts are all too feebly supported by their respective states. In this particular, the policy is that which unfortunately obtains as to all educational effort. More than 55 per cent of the young people from 6 to 20 years old—about 17,000,000 of them—live in the country or in towns of less than two thousand inhabitants. According to an official report from which this statement is extracted, there are 5,000 country schools still taught in primitive log houses, uncomfortable, unsuitable, unventilated, unsanitary, illy equipped, poorly lighted, imperfectly heated—boys and girls in all stages of advancement receiving instruction from one teacher of very low grade. It is plain why, in

the summing up of this report, "Illiteracy in rural territory is twice as great as in urban territory, notwithstanding that thousands of illiterate immigrants are crowded in the great manufacturing and industrial centers. The illiteracy among nativeborn children of native parentage is more than three times as great as among native children of foreign parentage, largely on account of the lack of opportunities for education in rural America." In Indian legend Nokomis, the earth, symbolizes the strength of motherhood; it may yet chance that the classic myth of the hero who gained his strength because he kissed the earth may be fully understood in America only when the people learn that they will remain strong, as Mr. Münsterberg has put it, "only by returning with every generation to the soil."

If the states have proved recreant to duty in this particular, the municipalities have shown an increasing conception of educational values. The figures make an imposing statistical array. In the United States there are 1,222 incorporated places of 5,000 or more inhabitants, and their libraries house 90,000,000 volumes, with a total yearly use aggregating 110,000,000 issues. Four million volumes a year are added to their shelves, and collectively they derive an income of \$20,000,000. Their permanent endowments, which it must be regretfully said but 600 of them share, now aggregate \$40,000,000. Nearly all of these libraries occupy buildings of their own, Mr. Andrew Carnegie having supplied approximately \$42,226,338 for the purpose in the United States, and the balance of the \$100,000,000 represented in buildings having been donated by local benefactors or raised by taxation.

The population of these 1,222 places is 38,758,584, considerably less than half that of the entire United States. Their book possessions, on the other hand, are nine times as great as those in the rest of the country; the circulation of the books nearly twelve times in volume. Closer analysis of these figures enforces still more strongly the actual concentration of the

available book supply. The hundred largest cities of the United States, varying in size from a minimum of 53,684 to a maximum of 4,766,883, possess in the aggregate more books than all the rest of the country together, and represent the bulk of the trained professional service rendered. The great majority of the 3,000 graduates whom the library schools have sent into service since the first class was organized in 1887, are in these libraries and in the university libraries. Forty per cent of the books circulated are issued to the dwellers in these one hundred cities, and in fifteen of them the stupendous total of 30,000,834 issues for home reading was recorded last year. Without such analysis as this, the statistical totals would be misleading. The concentration of resources and of trained service in large centers of population, comparatively few in number, makes evident the underlying cause for the modern trend of library development. A further study of conditions in these human hives justifies the specialized forms of service which have become a marked factor in library extension within a decade. With increased resources, with vastly improved internal machinery, with enlarged conception of opportunity for useful service, have come greater liberality of rules and ever widening circles of activity, until today no individual and no group of individuals, remains outside the radius of library influence. If this awakened zeal has spurred to efforts that seem outside the legitimate sphere of library work, no undue concern need be felt. Neither the genius or enthusiasm of the individual nor the enterprise of a group of individuals will ever be permitted to go too rapidly or too far: the world's natural conservatism and inherited unbelief stand ever ready to retard or prevent.

## V

Specialization has been incorporated into library administration chiefly to give expeditious and thorough aid to seekers of information touching a wide variety of interests—business men, legislators, craftsmen, special investigators and students of

every sort. This added duty has not diminished its initial function to make available the literature of all time, nor to satisfy those who go to books for the pure joy of reading. The recreative service of the library is as important as the educative, or the informative. For the great mass of people, the problem has been the problem of toil long and uninterrupted. The successful struggle of the unions to restrict the hours of labor has developed another problem almost as serious—the problem of leisure. Interwoven with this acute problem is another which subdivision of labor has introduced into modern industrial occupations—the terrible fatigue which results from a monotonous repetition of the same process hour after hour, day after day, week after week. Such blind concentration in the making of but one piece of a machine, or a garment, or a watch, or any other article of merchandise, without knowledge of its relationship to the rest, soon wears the human worker out. There must be an outlet of play, of fun, or recreation. The librarian need not feel apologetic to the public because perchance his circulation statistics show that 70 per cent of it is classed as fiction. If he wishes to reduce this percentage to 69 or 68 or 61, let him do it not by discouraging the reading of novels, but by stimulating the use of books in other classes of literature. But well does he merit his own sense of humiliation and the condemnation of the critics if he needs must feel ashamed of the kind of novels that he puts upon his shelves. To quote a fellow librarian who expresses admirably the value of such literature, "A good story has created many an oasis in many an otherwise arid life. Many-sidedness of interest makes for good morals, and millions of our fellows step through the pages of a story book into a broader world than their nature and their circumstances ever permit them to visit. If anything is to stay the narrowing and hardening process which specialization of learning, specialization of inquiry and of industry and swift accumulation of wealth are setting up among us,

it is a return to romance, poetry, imagination, fancy, and the general culture we are now taught to despise. Of all these the novel is a part; rather, in the novel are all of these. But a race may surely find springing up in itself a fresh love of romance, in the high sense of that word, which can keep it active, hopeful, ardent, progressive. Perhaps the novel is to be, in the next decades, part of the outward manifestation of a new birth of this love of breadth and happiness."

## VI

Many of the factory workers are young men and young women, whose starved imaginations seek an outlet that will not be denied. In lieu of wholesome recreation and material, they will find "clues to life's perplexities" in salacious plays, in cheap vaudeville performances, in the suggestive pages of railway literature, in other ways that make for a lowering of moral tone. The reaction that craves amusement of any sort is manifest in the nightly crowded stalls of the cheap theaters. Eight million spectators view every moving picture film that is manufactured. It is estimated that one-sixth of the entire population of New York City and of Chicago attends the theaters on any Sunday of the year. One Sunday evening, at the instance of Miss Jane Addams, an investigation was made of 466 theaters in the latter city, and it was discovered that in the majority of them the leading theme was revenge; the lover following his rival; the outraged husband seeking his wife's betrayer; or the wiping out by death of a blot on a hitherto unstained honor. And of course these influences extend to the children who are always the most ardent and responsive of audiences. There is grave danger that the race will develop a ragtime disposition, a moving picture habit and a comic supplement mind.

## VII

It is perhaps too early to point to the specialized attention which libraries have given to the needs of young people as

a distinct contribution to society. Another generation must come before material evidence for good or ill becomes apparent. That the work is well worth the thought bestowed, whether present methods survive or are modified, may not be gainsaid. The derelicts of humanity are the wrecks who knew no guiding light. The reformatories and the workhouses, the penal institutions generally and the charitable ones principally, are not merely a burden upon society, but a reproach for duty unperformed. Society is at last beginning to realize that it is better to perfect machinery of production than to mend the imperfect product; that to dispense charity may ameliorate individual suffering, but does not prevent recurrence. And so more attention is being given prevention than cure.

I gave a beggar from my little store  
Of well-earned gold. He spent the shining  
    ore  
And came again, and yet again, still cold  
    And hungry as before.

I gave a thought, and through that thought  
    of mine,  
He found himself a man, supreme, divine,  
Bold, clothed, and crowned with blessings  
    manifold,  
    And now he begs no more.

### VIII

If numbers and social and industrial importance warrant special library facilities for children, certainly the same reasons underlie the special library work with foreigners which has within recent years been carried on extensively in the larger cities. Last month the census bureau issued an abstract of startling import to those who view in the coming of vast numbers from across the waters a menace to the institutions of this democracy. According to this official enumeration, in but fourteen of fifty cities having over 100,000 inhabitants in 1910 did native whites of native parentage contribute as much as one-half the total population. The proportion exceeded three-fifths in only four cities. On the other hand, in twenty-two cities of this class, of which fifteen are in New England and the Middle Atlantic di-

visions, less than one-third of the population were native whites of native parentage, over two-thirds in all but one of these cities consisting of foreign-born whites and their children.

In his Ode delivered at Harvard, Lowell eloquently referred to

"The pith and marrow of a Nation  
Drawing force from all her men,  
Highest, humblest, weakest, all,  
For her time of need, and then  
Pulsing it again through them,  
She that lifts up the manhood of the poor,  
She of the open soul and open door,  
With room about her hearth for all mankind!"

This was written in 1865. Since then the rim of the Mediterranean has sent its enormous contribution of unskilled and unlettered human beings to the New World. There have been three great tides of migration from overseas. The first came to secure liberty of conscience; the second sought liberty of political thought and action; the third came in quest of bread. And of the three, incomparably the greater problem of assimilation is that presented by the last comers. Inextricably interwoven are all the complexities which face the great and growing municipalities, politically and industrially and socially. These are the awful problems of congestion and festering slums, of corruption in public life, of the exploitation of womanhood, of terrible struggle with wretchedness and poverty. Rightly directed, the native qualities and strength of these peoples will bring a splendid contribution in the making of a virile citizenship. Wrongly shaped, their course in the life of the city may readily become of sinister import. Frequently they are misunderstood, and they easily misunderstand. The problem is one of education, but it is that most difficult problem, of education for grown-ups. Here perhaps the library may render the most distinct service, in that it can bring to them in their own tongues the ideals and the underlying principles of life and custom in their adopted country; and through their children, as they swarm into the children's rooms, is established a point of

contact which no other agency could so effectually provide.

Under the repressive measures of old-world governments, the racial culture and national spirit of Poles, Lithuanians, Finns, Balkan Slavs, and Russian Jews have been stunted. Here both are warmed into life and renewed vigor, and in generous measure are given back to the land of their adoption. Such racial contribution must prove of enormous value, whether, as many sociologists believe, this country is to prove a great melting pot for the fusing of many races, or whether as Dr. Zhitlowsky contends, there is to be one country, one set of laws, one speech, but a vast variety of national cultures, contributing each its due share to the enrichment of the common stock.

#### IX

Great changes have come about in the methods that obtain for the exercise of popular government. In a Democracy whose chief strength is derived from an intelligent public opinion, the sharpening of such intelligence and enlargement of general knowledge concerning affairs of common concern are of paramount importance. Statute books are heavily cumbered with laws that are unenforced because public opinion goes counter to them. Nonenforcement breeds disrespect for law, and unscientific making of laws leads to their disregard. So the earliest attempts to find a remedy contemplated merely the legislator and the official, bringing together for their use through the combined services of trained economists and of expert reference librarians the principles and foundation for contemplated legislation and the data as to similar attempts elsewhere. Fruitful as this service has proved within the limitation of state and municipal officialdom, a broadened conception of possibilities now enlarges the scope of the work to include citizen organizations interested in the study of public questions, students of sociology, economics and political science, business men keenly alive to the intimate association—in a legitimate sense—of business and politics, and

that new and powerful element in public affairs which has added three million voters to the poll lists in ten states, and will soon add eleven million voters more in the remaining thirty-eight. The new library service centering in state and municipal legislative reference libraries, and in Civics departments of large public libraries, forecasts the era, now rapidly approaching, when aldermen and state representatives will still enact laws and state and city officials will enforce them, but their making will be determined strictly by public opinion. The local government of the future will be by quasi-public citizen organizations directing aldermen and state legislators accurately to register their will. When representative government becomes misrepresentative, in the words of a modern humorist, Democracy will ask the Powers that Be whether they are the Powers that Ought to Be. To intelligently determine the answer, public opinion must not ignorantly ask.

#### X

This has been called the age of utilitarianism. Such it unquestionably is, but its practicality is not disassociated from idealism. The resources of numberless commercial enterprises are each in this day reckoned in millions, and their products are figured in terms of many millions more, as once thousands represented the spread of even the greatest of industries. But more and more, business men are coming to realize that business organization as it affects for weal or woe thousands who contribute to their success, must be conducted as a trust for the common good, and not merely for selfish exploitation, or for oppression. As the trade guilds of old wielded their vast power for common ends, so all the workers gave the best at their command to make their articles of merchandise the most perfect that human skill and care could produce. Men of business whose executive skill determines the destiny of thousands in their employ, are growing more and more to an appreciation of the trusteeship that is theirs. A humane spirit is entering the relationship

between employer and employed. Great commercial organizations are conducting elaborate investigations into conditions of housing, sanitation, prolongation of school life, social insurance and similar subjects of betterment for the toilers; but a brief span ago they were concerned chiefly with trade extension and lowering of wages, all unconcerned about the living conditions of their dependents. They too are now exemplifying the possession of that constructive imagination which builds large and beyond the present. For results that grow out of experience and of experiment they also are in part dependent upon the sifted facts that are found in print. The business house library is a recent development, and in ministering in different ways to both employer and employed, gives promise of widespread usefulness.

#### XI

With the tremendous recent growth of industrialism and the rapid multiplication of invention, the manifest need for making available the vast sum of gathered knowledge concerning the discoveries of modern science has evolved the great special libraries devoted to the varied subdivisions of the subject. Munificently endowed as many of them are, highly organized for ready access to material, administered to encourage use and to give expert aid as well, their great importance cannot be overestimated. What they accomplish is not wholly reducible to statistics, nor can their influence be readily traced, perhaps, to the great undertakings of today which overshadow the seven wonders of antiquity. But there can be no question that without the opportunities that here lie for study and research, and—no less important—without the skilled assistance freely rendered by librarian and bibliographer, special talent would often remain dormant and its possessor unsatisfied. Greater here would be the loss to society than to the individual.

#### XII

Thus the libraries are endeavoring to make themselves useful in every field of

human enterprise or interest; with books of facts for the information they possess; with books of inspiration for the stimulus they give and the power they generate. Conjointly these yield the equipment which develops the constructive imagination, without which the world would seem but a sorry and a shriveled spot to dwell upon. The poet and the dreamer conceive the great things which are wrought; the scientist and the craftsman achieve them; the scholar and the artist interpret them. Thus associated, they make their finest contribution to the common life. The builders construct the great monuments of iron and of concrete which are the expression of this age, as the great cathedrals and abbeys were of generations that have passed. Adapted as they are to the needs of this day, our artists and our writers have shown us the beauty and the art which the modern handiwork of man possesses. With etcher's tool one man of keen insight has shown us the art that inheres in the lofty structures which line the great thoroughfares of our chief cities, the beauty of the skylines they trace with roof and pediment. With burning words another has given voice to machinery and to the vehicles of modern industry, and we thrill to the eloquence and glow of his poetic fervor.

"Great works of art are useful works greatly done," declares Dr. T. J. Cobden-Sanderson, and rightly viewed the most prosaic achievements of this age, whether they be great canals or clusters of workmen's homes worthily built, or may be more humble projects, have a greatness of meaning that carries with it the sense of beauty and of art.

In medieval days, the heralds of civilization were the warrior, the missionary, the explorer and the troubadour; in modern times, civilization is carried forward by the chemist, the engineer, the captain of industry, and the interpreter of life—whether the medium utilized be pen or brush or voice. Without vision, civilization would wither and perish, and so it may well be that the printed page shall

serve as symbol of its supreme vision. Within the compass of the book sincerely written, rightly chosen, and well used are contained the three chief elements which justify the library of the people—information, education, recreation.

The urge of the world makes these demands; ours is the high privilege to respond.

The PRESIDENT: We have a very interesting ending to tonight's program in that we have secured from eminent men and women in the United States and Great Britain brief expressions touching our own work. A circular letter was sent to a number of these eminent ladies and gentlemen represented in professional and business life, to the following effect:

"Librarians realize that they can profit from seeing themselves 'as others see them.' At the coming annual conference of the American Library Association to be held in Kaaterskill, N. Y., it is planned to present to the assembled librarians of the United States and Canada brief messages from leading thinkers and recognized authorities in the arts, sciences and letters, and in public life, commenting upon such library activities as are related particularly with their own special interests. Each message may take the form either of criticism or suggestion. We shall esteem it a privilege if you will consent to contribute to this symposium. While we shall be glad to hear from you on any phase of library work which most appeals to you, we venture to suggest the following topic for your comment: (Here was inserted a specific topic suggested for individual discussion.)

Sincerely yours,  
HENRY E. LEGLER,  
President."

Most of these questions will be apparent as the answers are read. We have distributed these responses among a few of our own members who will serve as proxies for the most distinguished contributors to a program which the American Library Association, I believe, has ever had.

Selections from these letters were then read by Dr. Reuben G. Thwaites, Mr. C. B.

Roden, Miss Mary Eileen Ahern and Mr. W. P. Cutter.

(The following is a list of the questions which were asked in these letters and the replies received follow.)

Are our public libraries succeeding in their effort to bring to men and women the "life more abundant?"

What can the library do to encourage the study of American history?

Should our public expect the library to supply all the "best sellers" hot from the press?

Are our public libraries making returns in service adequate to funds appropriated?

How could our tax supported public libraries be of greater usefulness to business men?

Is the negro being helped by our public libraries?

Does the public library do as much as it might to encourage the reading of the classics?

Is the public library helping to improve dramatic taste?

Is co-operation between the public school and the public library developing in the right direction?

Is the fiction circulated by our public libraries helping to enlighten the people on social and economic problems?

Is the public library a factor in the recent development of a public conscience?

Should the public library exercise censorship over the books it circulates?

What is a dead book?

What rank should the library have in the scale of the community's social assets?

What is your conception of the ideal librarian?

Is it wicked for our libraries to amuse people?

Are the art departments of our public libraries quickening the love for the beautiful?

Are our libraries helping to make better citizens of those from over-seas?

Is the modern city library engaging in activities outside its proper sphere, e. g., lectures, story-telling, art exhibits, victrola concerts, loan of pianola rolls, etc.?



Is the library doing as much as it might to be a true university to the people?

What do you consider the most valuable accomplishment of the public library movement in the past decade?

Need librarians apologize for circulating a large percentage of contemporary fiction?

New York, April 7, 1913.

Dear Mr. President:

You ask "what do you consider the most valuable accomplishment of the public library movement in the past decade?"

Answer—

The spread of the truth that the public library, free to all the people, gives nothing for nothing; that the reader must himself climb the ladder and in climbing gain knowledge how to live this life well.

ANDREW CARNEGIE.

Cornwall-on-Hudson, N. Y.,

April 11, 1913.

My father\* has asked me to write to you in reply to your letter concerning the conference of the American Library Association to be held in Kaaterskill, N. Y. Neither my father nor I have any chance to see in any detail what our public libraries are doing to make like more abundant. One little incident, however, has come within my experience. The New York Public Library sends its discarded books to various hospitals and camps instead of destroying them. I have been able to get some of these discarded books for use in a Boys' Club here in Cornwall. They were well chosen for what I wanted and the boys have been responsive and interested in taking them out. This is simply one of the things that the public libraries are doing with the books they are through with and can use no more.

Yours very truly,  
BEATRICE VAIL ABBOTT.

London, England,

April 15, 1913.

In reply to your letter of April 1st, written on behalf of the American Library Association, I do consider that to a certain extent the fiction circulated in the public libraries of the United States does help to enlighten the people on social and economic problems. But I am bound to say that I think that we novelists might do a very great deal more in this direction if

\*Lyman Abbott.

we would avoid sentimentalizing the truth in order to make it seem more palatable, and also if we would adopt the habit of describing more completely the general social background against which our leading figures live and move.

Believe me,

Yours faithfully,

ARNOLD BENNETT.

Drama League of America,

Chicago, Ill.

In the last three years the American people as a whole have begun to awaken to a realization of the vast importance of our amusements in the nation's life. We are realizing that we are far behind the other civilized countries in the development of our dramatic taste, and we are beginning to be uneasy over the danger of being too careless in regard to our recreation. The people at large are commencing to take a genuine interest in the problems presented by our theater, and the character of the plays they give.

We have arrived at a period of prosperity when we have time, at last, to pay attention to the arts, and especially the last to be developed, the dramatic art. We are uneasy over the conditions in our theaters today.

Vaguely the people as a whole are feeling around for one means or another to correct these conditions, to create a great national art and to restore drama to her proper place among the arts. One movement after another has aimed to meet these conditions—new theaters—municipal theaters, censorship laws,—every sort of reform. It has remained for the Drama League of America to place its finger upon the really vital issue. For the actual fault of the present situation lies with the easy going American public. You cannot create a New Theater without a public to support it; you cannot force art on an unwilling public no matter how large an A you use in spelling it. In fact, your reforms must begin the other side of the footlights; and if we are to have better plays upon our stage, if we are to do away with the meretricious plays now too frequently there, we must work with this great pleasure-loving good-natured public, and cultivate in it a taste for better drama.

We must create a demand for good drama and the supply will follow—the dramatist, actor and manager are only too willing to fall into line, if the public can be induced to refuse the worthless play and support better drama. The really vital and necessary thing is to secure a public which will enjoy and support good plays.

Hence, it has become an important and basic matter to improve the dramatic tastes of the country. In fact, in the opinion of many, this is one of the great problems we have before us as a nation today.

Organized with this very object, the Drama League of America has worked for three years on the problem. In those three years it has discovered many things. One of these is, that there is a real and genuine response to the appeal of the written drama; that the message of the play need not be restricted to the city with a theater, but that through the printed play every community may be reached. Another point worked out by the league is the absolute assurance that the best and in fact the only way to improve the dramatic taste of the country is to inculcate a thorough knowledge of good drama—an intimate acquaintance with the best plays written. As many of these plays are rarely acted now, or if acted are confined to the big cities, the third point easily follows, that by means of the printed play we can gradually so inoculate the entire nation with a knowledge of good drama and what it really is that it will turn instinctively from the cheap and worthless play and demand better things. Consequently the first and most important matter is to make good drama accessible to every one. By spreading knowledge of the best plays of the past and present, all over the country, we are improving the dramatic taste of the nation and paving the way for better conditions in the theaters.

In this effort to increase the reading of plays the Drama League not unnaturally turned early in its career to the libraries, feeling itself largely dependent upon them for the full development of its work. The keenest response has come in return. Over 73 libraries are represented in our membership and keep on file the league literature. The testimony from these libraries is most encouraging. On every side we find the libraries eager to help in this development of public dramatic taste.

Since the only way to improve dramatic taste is by acquiring a thorough knowledge of plays, it is palpably apparent that the libraries can be the greatest possible help in this new movement. To illustrate concretely—The Drama League enters a medium sized town with one public library, inducing the two or three women's clubs to take up each a course in modern drama, interesting the teachers in the high school in the league's high school course, even persuading the grade school to do drama work with the younger pupils. Usually there are formed also several little reading circles. Of course, the first demand is

for the published plays. The students flock to the libraries to get the desired dramas.

In Chicago the testimony has come many times that since the organization of The Drama League public interest has been so keen that the demand for dramas has been phenomenal. Is the library content merely to recognize this condition? By no means. The Drama Department has had to quadruple its supply, and even then is frequently obliged to hold the books in for reference only in order to meet the demand. But see what this has meant to the league to have that quadruple supply of the dramas demanded by its members. From Washington comes the testimony that the organization of the league has increased the demand for drama books; from Los Angeles came a large order for special dramas and reference books needed by our members. The Massachusetts State Library has offered to meet any demands made upon it. Librarians in various communities are officers and directors in this new movement.

May I suggest a few ways in which the libraries can help us? In the first place, it will be a real benefit to any community if its library will become a member of The Drama League and keep its literature on file. In this way the community is kept informed through the Drama League bulletins of the best current plays by its critical analysis; it has access also to the study courses and bibliographies on drama prepared by the league's experts. Secondly, it would be an inestimable help in this task of improving dramatic taste of the community, if the library would be sure to have on hand all the dramas listed in our study and reading courses. Thirdly, if the libraries would arrange a handy shelf of worthy drama where "he who runs may read," where the passerby would be attracted by a drama and pick it up to read it, it might induce a taste for better plays, a knowledge of good drama in a previously heedless theater goer. In Evanston, Illinois, for three years this shelf has been maintained in the library by the Drama Club. Every few weeks a new selection of dramas is placed on this little book rack which stands near the main call desk. It is much used and very popular.

The library could also helpfully publish a separate list of its books on drama and dramas, or better yet arrange them in a separate section. Such a list is published yearly by the Evanston Library and several other libraries have recently adopted this plan—notably the Newberry Library, Chicago, and the Kansas City Library.

Another way in which the libraries can

co-operate in raising dramatic taste, is by making it easy for the playgoer to read the dramas which have been published and are to be presented in his city. By co-operation with the Drama League the library might receive word in advance when a published worthy play is to be given in town. It could then see to it either that its copy of that play is withdrawn from circulation and held for reference only, or it could secure extra copies of the play to meet the extra demand. If it could be thoroughly understood that the library was doing this, interest in reading the play could be stimulated. For instance, the library could post a notice stating the coming of the play to town, side by side with the league bulletin or criticism of the play, and the announcement that it could be secured at the book shelf. With this active help of the libraries we might go far toward securing a trained dramatic taste on the part of our theater goers. There are several magazines of special value to the student of drama. It would be a very great help if the libraries made a special point of including these among their subscriptions and of listing them under the Drama Department—as for instance, the Drama Quarterly, and Poet Lore print in each issue a play which has never been printed in translation before, and which cannot be secured elsewhere. These are extremely valuable to the drama student. The Drama Quarterly, moreover, is especially adapted to the needs of the student of drama, and should be accessible to him. It aims to criticize the various books on drama and dramas of special excellence, also publishing notices of the most recent drama movements in this country and abroad. It is not used for league propaganda, but was taken over by The Drama League merely because it was in danger of being abandoned. Moreover, in Current Opinion and Hearst's Magazine are frequently printed very valuable portions of unpublished new plays. With every issue of L'Illustration is published a new French drama in French. It would be an excellent thing if the larger or better equipped libraries could excerpt the plays from these magazines and have them sewed up simply, each complete by itself, and kept with the other dramas. In this way the library could make an excellent modern drama department readily accessible to the league members, obtainable in no other way, and at very slight cost to the library.

A very important way in which the Library Association might help is one which may not be practical, but which your convention might be able to work

out for us. It is in the nature of loan libraries. As we introduce our study courses into the small towns we frequently find no library facilities along our lines. One of our workers made an investigation of the Drama Department in libraries in small towns of five to ten thousand inhabitants in the Middle West, and found that without exception all of those she visited, had only Shakespeare and Faust, with occasionally a volume of L'Aiglon. It is easy to see how difficult it will be for clubs and individuals to take up a study of drama under such conditions. Is there any way in which the large state libraries can prepare a loan library at very slight cost, made up of books desired for this special work, which could be borrowed by the local library for the use of its clubs? Of course, in some states, as in Wisconsin and New York, and probably many others, this is covered by the traveling libraries; but there are very many where this is not so. Cannot the libraries go even farther in their effort to improve dramatic taste and meet the demand for dramas and books on dramas, a demand which the Drama League is attempting to create?

Several libraries in various cities, as notably Chicago and Washington, have opened their rooms for Drama League meetings. Cannot this be done in other cities? Surely any way in which you, as public institutions, can increase the interest in good drama, is a part of your proper function. The league work must go hand in hand with the libraries. Without you and your resources, your wisdom and your co-operation, we would be much crippled and sadly curtailed in our possibilities of achievements. On the other hand, now that the development of a national taste for better drama is becoming recognized as a necessity in order to effect any improvement in the conditions of our stage today, now that we fully recognize that the best way to create a better dramatic taste is by familiarity with the best in drama, now that we are working to make the reading of plays popular and wide spread, does it not become a very important branch of the library's activity to take every step possible to increase the reading of plays and the thorough knowledge of dramatic literature on the part of young and old?

The real opportunity is with the children. Here we can create a fine dramatic taste for the future, and here, too, the library can help. In your junior corner, can you not have the plays recommended on our junior list, as suitable for children in order that they may have them for their play acting? Can you not start a Junior League Drama Circle to read and act little chil-

dren's plays, just as you have your story hour? In this way the library is helping us prepare the audiences of the future which shall not only support better drama, but being thoroughly inoculated with an instinctive dramatic taste, will positively demand worthy drama. So will the libraries and The Drama League, representing the universities, schools, clubs and individuals in general have aroused the public conscience to a realization of its responsibilities for the amusements of the people.

MARJORIE A. BEST (MRS. A.  
STARR BEST)  
President, Drama League of America.

The Macmillan Company, New York, N. Y.,  
May 5, 1913.

In reply to your esteemed letter of May 2nd I may say that the matter which seems to me to be of the greatest interest to publishers, and possibly also to librarians, at the present time is the dissemination among the public at large of that correct information in regard to the ever increasing tide of new books which will enable the public to learn of really meritorious works which are published, and avoid the trash which is now being so freely distributed.

Almost the only way at the present time of reaching large numbers of book readers is through the libraries, and this seems sufficient excuse for bringing this, which seems to me to be the most important matter, to your notice and of begging that it may be given publicity among your fellow librarians in order that we may have suggestions for the solution of the difficulty.

Yours very truly,  
GEORGE P. BRETT,  
President.

Brown University, Providence, R. I.,  
April 29, 1913.

In reply to your letter of April 21 I can only say that I am not familiar enough with the conduct of American libraries to make any new suggestions on the question you propose. I think the plan followed by the Providence Public Library is the best one to encourage the reading of the standard works of literature. It has, as you of course know, a pleasant room, easily accessible, in which attractive editions of the best authors can be read. Would it be feasible to supplement this plan by publishing, from time to time, interesting, short descriptions of standard books, giving prospective readers some notion of the subject and peculiar attrac-

tion of each—somewhat after the manner of publishers' alluring (or would-be alluring) notices of new books?

Yours sincerely,  
W. C. BRONSON.

Northampton, Mass.,  
May 16, 1913.

Your letter of the fourteenth, inviting me to contribute to a symposium of thought concerning library work in America and suggesting the topic, "What is your conception of the ideal librarian," does me great honor. But it brings to my mind very clearly my inability to offer a definition which I could possibly hope would be enlightening or stimulating to a convention of librarians.

The library work of our present day has expanded into such liberal bounds and taken on such a missionary, and at the same time scientific, spirit that one who is merely its beneficiary cannot give himself the hardihood to offer words of criticism or of counsel. I know no work which shows such splendid contrasts to what it was when I began life as does the profession of the public librarian and the professional conception of the library's mission to the world.

It has been my great joy and honor to bring up a large family whose members are now separated and busy in the world's work and it gives me great pleasure to say of them, as of myself, that the modern management of public libraries has made life worth incalculably more than it could have been under the limitations of forty years ago.

With every good wish I beg to remain ever

Yours truly,  
GEORGE W. CABLE.

Santa Barbara, Cal.,  
May 5, 1913.

It gives me great pleasure to attempt a brief answer to the question you suggest—"Is the fiction circulated by our public libraries helping to enlighten the people on social and economic problems?" I should be inclined to answer the question decidedly in the affirmative. In addition to the letters I receive from persons whose only access to modern fiction is through the public library, concerning my own work, I have, in the course of political campaigns, and in places in various parts of the country where I have made another sort of address, held many conversations with men and women in the audiences. These have interested me greatly. My own experience corroborates a fact to which I have heard several librarians at-

test (and it is to me the most hopeful phenomenon in our American life), that the American public—mainly through the libraries—is reading more widely and more intelligently than those who do not come into direct contact with a large portion of it guess. Four or five months ago I received a letter from a poor woman who lives on a farm near one of the larger towns of Massachusetts giving me a list of the books she had got from the library during the past year. She had read them all; and they included, in addition to two good biographies and Royce's "Loyalty," several of the best recent novels, both English and American, dealing seriously with the problems of modern life. And finally, the other day when I was in San Francisco, I had a long conversation with an ex-burglar who had served a term in the penitentiary, and who has reformed and has been for the last eight years making an honest living, on the subject of such novels as you mention. His comments on them were not only interesting but often valuable. His source was, of course, the public library. Hence, I am glad of this opportunity to pay my tribute to the librarian, and to express, as an American citizen, my appreciation of the work he is doing.

Sincerely yours,  
WINSTON CHURCHILL.

Bureau of Education,  
Washington, D. C.  
April 29, 1913.

The public libraries have no better opportunity for effective service than that offered through generous and intelligent co-operation with the public schools and especially with the high schools and the highest grades of the grammar schools. Ideas and ideals gained through reading in childhood and youth effect the character more fundamentally and more permanently, and determine moral conduct for a longer time than ideas and ideals gained later. It should also be remembered that children have more time to read than men and women immersed in the strong current of adult life.

The public library in every city and town should be open on the freest terms to all school children and they should feel that they have the heartiest welcome to it. Not only should the teacher encourage children to use the library; librarians should invite them to do so and make all possible preparations to serve them. There should be in the libraries a sufficient number of reading rooms to accommodate children of different grades. In these should be assistant librarians

who know the very best in literature for children and youth and who know also how to deal with children and how to make the rooms attractive. It is all important that the reading rooms and those in charge be attractive, respected, liked, and loved. It is especially important that children be led to read those things that have permanent and eternal value. No one should be permitted to direct the reading of children who thinks it necessary to have books written down to them or who does not know that the greatest books are the simplest and the most wholesome. The children's librarians should also be whole minded and whole hearted people with a broad and interesting knowledge of the world and life. It will be fatal if they are narrow, prejudiced, sectarian, or over-provincial.

The public library should have the services of one or more good story tellers who know the best stories of the world and can tell them in an interesting way. As often as once a week at least there should be a separate hour for all the children. The children should, of course, come in sections—primary, grammar grades, and high school.

In addition to the services rendered as here suggested at the library, all the children in school or out should have library cards and for the convenience of the children every school building should be made a branch library for the use of children at least. I see no reason why it should not also serve as a branch library for the older people. It would not cost much to have some one or more teachers at each school serve as librarians under the direction of the librarian of the central library. Through the branch library at the school many parents and other older members of the family could be reached who never can be reached through the ordinary central and branch library buildings. Attractive statements about books, especially new books should be sent to the parents by the children and books might be ordered and returned through the children. It would not be difficult to induce pupils and teachers to arrange reading circles and clubs among the adult members of families living near the school, the books used by the reading circles to be ordered from and returned to the school branch library. Teachers and principals would also be willing to arrange for weekly meetings for the members of these reading circles and clubs, the meetings to be held at the school. Certificates and diplomas might be given for the reading of certain groups of books.

The library should own in sets books

helpful to teachers and children in their studies and should, at the request of superintendents and principals, place sets of these in the several schools for use in school, but not to be taken out except over night or over Saturdays and Sundays and holidays.

Libraries should also own large collections of illustrative pictures and lantern slides. These should be cataloged as books and lists of them should be in the hands of school superintendents, supervisors, principals, and teachers. The pictures and slides should be loaned the schools freely upon their request. School officers and teachers should be asked to assist in selecting these and all other collections for the use of children.

The library should serve in this way not only the schools of the city, but also the country and village schools in the counties in which they are located. Through the country schools more good can be accomplished, frequently, than through the city schools. Country boys and girls are more eager to read than city boys and girls. They have more time for it and will read better books. The library should have a direct relation with every school and every teacher in the county. Of course, the county should pay for this service, but it should have it whether it pays for it or not. The city cannot afford to withhold it. The city depends on the country for its prosperity and life. The children now in the country will make up a large part of the population of the city twenty or twenty-five years from now.

In many places the public libraries are doing all these things to some extent; in no place to as great an extent as is possible. By using to the best advantage the opportunities here suggested, public libraries may double their usefulness.

Yours sincerely,

P. P. CLAXTON,  
Commissioner.

New York City,  
April 4, 1913.

The Negro American is being helped greatly by public libraries wherever he is given reasonable encouragement to enter them. Often in the North, he is not made to feel welcome in these libraries and in most of the public and private libraries of the South, he is rigorously excluded. It would seem that a statement from the American Library Association to the effect that the color line in literature is silly, is much needed at present.

Very sincerely yours,

W. E. B. DU BOIS.

Mayor's Office,  
Boston, Mass.

Of course, the financial return for money expended to maintain a public library cannot be definitely stated, as may be done in connection with municipal activities which deal solely with material things.

It is impossible to trace along commercial lines the influence upon the community of an institution whose prime purpose is not profit, is not even a product that can be expressed in terms of dollars, but is the enlargement of the individual life, and the promotion of higher standards of citizenship.

On the lowest and most sordid plane however, an institution like the Boston public library is worth many times its cost to the city merely on account of the number of persons from abroad who are attracted to the building as an example of monumental architecture, or because it contains exceptional works of art in its mural decorations, or who visit it as a museum of rare and interesting books. These visitors number thousands yearly; many of them stay in the city for several days, and their entertainment and their expenditure of money while they remain, add to the commercial prosperity of the city.

In somewhat the same way, but on a much higher plane, directly within the scope of the library function, numbers of students are yearly drawn to the city by the advantages the library offers for intellectual research. And the library enhances the importance and value of the various schools and colleges within our borders, by enlarging their intellectual resources.

In other directions the value of the library to the community is evident. The fact that it is here adds something to the value of every estate in the city. Persons seeking a desirable place of residence prefer a city or town which has good schools and a well-equipped and adequately supported library to a place without these institutions, even if no direct use is made by such persons of either. The influence of a good library on the general conditions in a community is therefore a profitable asset.

In assimilating the different elements of a mixed and rapidly growing population, the work of the library is obvious, and its results far outweigh their cost. And the increased efficiency of individuals, which the library promotes, has its effect in inestimable public benefits. For example, to take a single possible case out of many, here is a young man without money or influence but who has talent which, if properly fostered may become

the source of power. Through the opportunities for study given by the public library he perfects an invention, or writes a poem, or enters a useful profession by means of which he ministers to the comfort and enjoyment of his fellow-men and confers honor upon this city. How can one over-estimate the social value of such lives, or the part which the library has played in their development? Such instances are by no means few, and unquestionably they supply an affirmative answer to the question as to whether or not the library is making an adequate return for its cost.

JOHN F. FITZGERALD.

Chicago, Illinois,  
May 10, 1913.

Your question, "Is the fiction circulated by our public library helping to enlighten people on social and economic problems?" is one which I can answer promptly and affirmatively. Looking at fiction in the mass, it is without doubt an enormous educational influence. Leaving out of view for the moment the historical novel, or the sociologic novel, and taking merely the local novel, the novel which vividly portrays the life of a special village, or country, or nation, we find it of the greatest service in teaching the people of one country, or class, how the people of other countries and other classes live. Such books bring the ends of the earth together. They unite the north and the south, the east and the west, in common sympathy and understanding. They contribute very largely to the higher patriotism, as well as to the profounder social brotherhood.

It would be easy to criticise fiction for other and less valuable content, but speaking generally, I believe it to be second only to the stage in its power to affect the young student of life and manners.

Very sincerely yours,

HAMLIN GARLAND.

Ithaca, N. Y.,  
May 16, 1913.

You ask for comment—as "related particularly with their own special interests" and at the risk of being charged with "talking shop," I have been brutally frank. Yet I hope it will cheer these splendid workers for civilization.

The library is not "doing as much as it might to be a true University to the People." Books alone will not attract the insensitive or indifferent, nor will handsome buildings. Equal to other necessity of the library to be "a true university to the people," is that of arousing interest, awakening curiosity and alluring into path-

ways that lead to books and reading. I know of nothing better than to have cheap, popular, illustrated lecture courses that constantly refer to books and the special theme.

Does the local librarian or do active directors, attempt seriously to tap the knowledge of the local specialist, professional man, or public spirited speaker? Do the library people emphasize the necessity of close, personal contact, as far as possible, with the individuals and with the people? Libraries must be more human. No machinery, or salaried personnel, however costly or efficient, within chosen lines of activity, can do without that same human sympathy, which in other professions, is known to outweigh in value, all edifices, or the paid professional corps; yes, even in religion or philanthropy. Not all, but most libraries—and I have looked in, and at, and around many—are too self-centered.

Yet with this criticism, honestly called for and as honestly given, none can appreciate the librarian more than I. To guide youthful reading, warning as well as advising and alluring them to high flights, is to make the librarian's calling second to none in our complex civilization.

With all good wishes to the librarians of the United States and Canada.

Sincerely yours,  
WILLIAM ELIOT GRIFFIS.

P. S. Every library should have a lecture hall and not be afraid even of the "fit audience though few."

Clark University,  
Worcester, Mass.,  
May 17, 1913.

My experience is a long one with university libraries, but I have had far less to do with public libraries.

The greatest need of the specialist and expert is help in finding all, and especially the latest, often very scattered, literature on the special point on which he is conducting his research, and I believe that in the future every academic library will have a few specialists with a good knowledge of languages, of Ph. D. rank, who can do just this. We have one such here, to whom my work owes more than to anybody else. If I ask her to find me, e. g., all the recent references on a topic, be it ever so special, including perhaps a score of archives and special journals, back for three or five years as I may specify, up to the latest arrival, I get this list, which always includes many things our library does not have, then take it to the librarian, who can generally get about everything

by borrowing far and near. These, together with the resources here, are placed upon a table in an alcove where I can work or take the books home. This makes a perfectly ideal condition, and it is at the same time indispensable for advanced special work, and everything in a university library should be plastic to this end.

A public librarian, it seems to me, should study all the changing interests in a community or in special parts of it, and be able to print in the daily press whenever any topic is prominent a little article telling in a few lines the point of a few books or articles; e. g. a manual training high school is opened. The daily paper should state that the library has a good collection of literature up to date on that subject (if it has), and give a few points from a few of the best books, naming them. A few titles are not enough.

Another point that interests me greatly is the library story telling. I think more should be done, not less, in this line for children, and that books illustrating topics in geography, history, etc., should be not only laid before teachers but that the classes should meet there and have the things shown to them. Why does not the public library go into some of the wonderful illustrative material in the above and other topics, which is so characteristic of German schools, and of which American schools know almost nothing? Our educational Museum here has lately spent thousands of dollars and collected thousands of these illustrations all the way from wall pictures to bound pictures, illustrating material from primary grades up into college, which we loan as we do books to teachers, parents and others. There is a very great new departure possible here. Why does not your Association look into this? It has been a great find for us. And about everything in our large collection and its use, to my mind, might be done by public libraries although none of them that I know of has done much of anything along that line. I am

Very truly yours,  
G. STANLEY HALL.

The University of Chicago,  
Chicago, May 16, 1913.

While I am not at all a specialist in library science and art, I am daily a debtor to your profession. In answer to the question—"What rank should the library have in the scale of the community's social assets?"—I should indicate the following hints of an argument: The income of every family is increased by the possession and use of a public library. This item is never found set down in the family budgets of a family

as a part of their income, and the students of budgets are too apt to overlook it; but all communal property, as lake fronts, parks, playgrounds, public schools, public free libraries and reading rooms, are so much addition to the enjoyments of all who have the taste and inclination to use them. As the library contains the very best thoughts of the greatest men and women of all time, I should say that the public free library is among the very highest possessions of the people.

When we consider the dangers of idleness or of a depraved use of leisure, and when we consider the splendid opportunity of spiritual growth which comes from intelligent and systematic daily use of the library, we must place this institution among the highest agencies of social amelioration and progress. Every year sees improvement in the administration of this noble trust by the professional custodians and administrators. There is manifest everywhere a spirit of courtesy, patience and enterprise, which does honor to this branch of the profession of educators. The librarian and his assistants are colleagues of instructors in all institutions of every grade, and those of us who are teaching feel ourselves to be under profound obligations to our companions in service.

Sincerely yours,

CHARLES RICHMOND HENDERSON.

Chicago, April 7, 1913.

I have your letter of April 2nd in which you are good enough to ask me to write a few lines on the topic: "Should the public library exercise censorship over the books it circulates?"

I suppose there is no question that the good public library should have somewhere in its shelves all books of serious intent, and should circulate in a restricted and properly guarded way any book no matter what its subject matter. So the question comes down to the propriety of circulating generally without restriction all sorts of books. I should hesitate to say that a public library should exercise no supervision over its circulation, although I myself have suffered from what I consider unjust and unmerited notoriety—due to the prescient sensibilities of certain librarians, as you know. But when you will admit the principle of censorship, the matter is a delicate one, of course. It would seem to me, for example, unwise to circulate freely books of medicine. As to fiction—or what publishers call "the general list" of books, I think an intelligent librarian should hesitate a long time before putting on his or her index expurgatorius any publications vouched for by the imprint of a reputable



publishing firm. For such books have actually passed a severe censorship before being put out. I realize it is all a personal matter, for what to me is good red meat may be poison to my brother. I think, for instance, that such a novel as *The Rosary* is infinitely more pernicious than the *Kreutzer Sonata*, *La Terre*, or *Germinal*, but the average librarian wouldn't. So I am afraid the matter will have to stand just where it is today—a book will be censored as unfit or unclean according to the whim of the individual librarian. Presumably the public librarian is at least abreast of, if not superior in culture and idealism to his community, and as our communities improve our librarians will become persons of wider intelligence and culture than they are now in some cases and exercise their censorial powers with more real discrimination.

Apropos of this matter you may be interested to know that a few months ago the *New York Post* in an editorial protest against certain young American realists and their treatment of sex—instanced Mr. Howells and myself as examples of "clean American reticent realism!" This, after all the roar over "*Together*" is an amusing illustration of growth in critical opinion. Mr. Howells sent me the editorial but I haven't it with me.

Truthfully,

ROBERT HERRICK.

P. S. My own views on the proper treatment of sex in fiction will be briefly touched upon in an article on American fiction to be printed in the *Yale Review* before long.

Chicago, May 17, 1913.

You ask me "is the fiction circulated by our public libraries helping to enlighten the people on social and economic problems?" That is a question which a librarian can answer better than any author. In general, it seems to me, magazine fiction is doing more in that line than book fiction. Some of the greatest circulations ever attained by periodicals have been built upon a shrewd knowledge of the American materialism. One editor voices it:—"Americans are interested about two-thirds in business, and one-third in love." That editorial policy has won in this country.

As to social and economic problems, more properly considered, I don't think fiction is doing much for the people. This really is the fault of the people, or of human nature, or rather of American human nature. I think we are one of the most neurotic and hysterical people in the

world, which means that presently we shall be one of the most swiftly decadent people in the world. For this reason, we have sudden fashions in fiction. Just now we like to read about "action" of heroic sort—precisely as we pay to see baseball games instead of playing baseball ourselves. Also, we are for the time given over to a wave of erotic fiction, just this side of indecent. At one time we were crazy over historical fiction, before that, over dialect fiction, before that over analytical fiction. Therefore, I should say that our book fiction does not and cannot do much in the way of handling social and economic problems at the present day. Once in a while, we have a political novel, machine-made, and like all other political novels. Sometimes, we get a business novel, in turn like all other business novels. We don't have really very many thoughtful novels good enough to be called big. I fancy it would not pay authors to write them, or public libraries to buy them. We are having a period of business and political sack cloth and ashes, but, drunk or sober, broke or prosperous, the American character seems to me annually to grow more hectic and hysterical, and less inclined to care for big things and good stuff. Part of this is the fault of our newspapers, but most of it is our own fault. We care for making money and for little else, and we spend money whether we have it or not. The public libraries would be the natural agency for correcting some of these things, but frankly I don't know how they could do it.

Yours very truly,

EMERSON HOUGH.

New York City.

Why should not the libraries amplify the work they are already doing by the promotion of the public schools as well as libraries as social and civic centers? Schoolhouses should be constructed with all equipments for branch libraries, just as they are now equipped with gymnasiums and baths. The library should not be an accident in the public school; it should be an integral part of it. The schoolhouse is the natural place for the library. To it the children come daily—little messengers who would secure books from printed slips for their parents, too tired or too distant from the library to serve themselves. The library should be the school rest and reading room. It would relieve the tedium of regular school work. It would lend variety to education; it would enrich it and beautify it.

In addition, great economy would be effected by converting the school into a li-

brary; there would be a saving in construction, in maintenance, in operation. The fine social sense of the modern librarian would have a reaction on education and would lead to other activities being introduced into the schools.

The American library is the model of the world in many ways. It has led the movement for the widening of public services to old and young. It is one of the most inspirational achievements of the American city, and it could do a substantial service by promoting the social center idea, which is so actively engaging the minds of people all over the country.

(Signed) FREDERIC C. HOWE.

New York, N. Y.  
April 30, 1913.

In response to your kind invitation to send a brief message on the subject—"Can public libraries legitimately attempt amusement as well as instruction of the people?" I would reply to the affirmative. If literature is an art, and if libraries are to be as they should be—reservoirs of literature—they surely cannot be complete without giving an important place to arts' most human appeal, amusement. The novel, invented to amuse, stands today as the vital force in literature. Of course, by "amusement" I do not mean a vaudeville. Shakespeare wrote to amuse; and if he does not offer a popular line today it is because modern writers are better chosen to amuse our century. Indeed, if you remove the fiction department—the amusement section—from your library you reduce it to the plans of a machine—an admirable machine, perhaps—but without a human soul to drive it.

Sincerely yours,  
WALLACE IRWIN.

Carnegie Institution of Washington,  
Washington, D. C.,  
June 5, 1913.

The specific question which you propound, "What can the library do to encourage the study of American history?" is one which I suppose must have very different answers for different sorts of libraries. In the case of libraries of moderate size in small cities, it has sometimes appeared to me that the money used in the purchase of books on American history was too exclusively used in buying the less expensive sort of books, those in one or two or three volumes, of which it is perfectly easy to get a considerable number out of each year's appropriations; while on the other hand, the purchase of certain books of value in expensive sets was never

made, because it could not easily be made in any one given year. If the purchasing policy were given a somewhat longer range, extending over several years, one might plan to redress this inequality. To avoid speaking as if I were recommending any one long set of Americana for purchase, let me adduce as an instance a library of forty or fifty thousand volumes with which I am familiar which has in the past twenty years bought a great many books of English history, without ever yet having afforded the purchase of the Dictionary of National Biography, obviously because it was too large a morsel for any one year's budget.

If I were to proceed to make any suggestion for the larger libraries, I might select for comment the relative lack of co-operation among such libraries in respect to the pursuit of the more expensive specialties. It is plain that the interest of students are, in respect to restricted specialties of this class better served on the whole by their being able to find relatively complete collections in one place, rather than scattered fragments of such collections in various places. The ambition of libraries for possession might well be tempered by some closer approach to systematic organization of these things, whereby certain ones should be recognized as belonging plainly in the field of a certain library without competition on the part of the others. I am speaking, of course, of things which only a few students are seeking, and which they must expect to seek by travel, and not of those things for which there is a separate effective demand in every large city.

May I also suggest the question whether it is not a legitimate use of the funds of a public library to pay recognized experts, resident in its city or summoned from elsewhere, to go over the shelves relating to a particular subject and carefully signalize those gaps which are almost certain to occur; to name, in other words, any important books which have been omitted but which are necessary to make the collection a well-rounded one for the needs of the particular locality as the librarian sees them. I think also that university and college libraries are particularly in need of such periodical redress, because professors are so prone to request books needed for the immediate purposes of their classes, and to exhaust their appropriations by such requests, forgetting the need of building up rounded collections for general purposes; and the librarian, on his part, feels a certain delicacy about suggesting books for which the professor has evinced no desire, though

often he will agree they were desirable, if their absence were called to his attention. Believe me

Very truly yours,  
J. F. JAMESON.

Hadley, Mass.,  
May 20, 1913.

I have your recent letter asking for some brief comment on such phase of library work as most appeals to me.

At present, in accord with the trend of current thought in other matters, I am inclined to lay stress on efficiency; and under that head I would urge that librarians, especially in the smaller places, do much strenuous and persistent weeding among the books that find their way to the shelves. Feed the furnace with the books that are no longer useful in your particular library, or in some other way absolutely dispose of them.

Much of the fiction, both for grown-ups and young people, should go, after the first interest in it has waned. Many also of the information books decline in value with the passing years and should not remain a permanent incubus. Very few of the government publications are of practical use in the average library.

We have altogether too much veneration for printed matter. Library housecleanings to discard the literary rubbish and misfits are a real need. Quality is decidedly more important than quantity, if you would have charm and the widest usefulness.

Yours very truly,  
CLIFTON JOHNSON.

Stanford University, Cal.,  
April 11, 1913.

In response to your kind letter of April 5th, and after refreshing my mind by consultation with librarian friends, with your kind permission I may say a word on the theme, "That librarians should sometimes take account of stock," that they should consider the reasons for their existence and find out how nearly their present day activities coincide with the purposes for which they are established.

With one or two notable exceptions public libraries in the United States are a development of the last quarter of the 19th Century. Until about 1895, or possibly 1900 the efforts of librarians were directed toward perfecting methods of administration, cataloging, etc. Then having arrived at mutual agreement as to forms of procedure they devoted themselves more and more to library extension. They realized that only fractions of their respective communities were in touch with the li-

braries. In a city of 400,000 inhabitants perhaps 40,000 or 10 per cent would make use of library privileges, and the circulation of a million volumes per year meant the use of only 2½ books per year for each inhabitant. Then commenced the era of branch libraries, deposit stations, libraries in schools, libraries in factories, in fire-houses; a resort to every possible means to extend usefulness of the library throughout the whole community. Not satisfied with these expedients other forms of extension are being adopted. I am told that "one library publishes a weekly paper heralding the advantages of its city. It has established a business man's information branch, compiled an index to the products manufactured within the city, and holds itself ready to give information as to where the best tennis balls, suit cases and everything else can be purchased." Undoubtedly this is a public convenience, but it seems to be getting a little away from original library purposes. There is a tendency for libraries to so scatter their energies that they lose sight of the main objects of their being. They exhibit the same tendency which can be seen in the curricula of many colleges which offer courses upon every conceivable subject, the lasting value of which to those who pursue them is certainly questionable.

Libraries are not exempt from the prevalent tendency of municipal, state and federal agencies to extend their activities and increase the burden of taxes. It is safe to say that in many public libraries the budgets have been more than doubled in the last 15 years. It is a question whether the real service to the community has gained in proportion. It is not necessary to make hourly deliveries to downtown delivery stations of the latest thing in fiction, but it is essential that the libraries should do their utmost to maintain ideals. The library which has set apart in a separate room a collection of standard literature has performed a notable service for its community and furnished an example worthy of imitation. It is a part of the best work of the library to assist in perpetuating only that which is worthy of survival.

Very truly yours,  
DAVID STARR JORDAN.

The French Embassy,  
Washington, D. C.,  
May 8, 1913.

On the question you put me: "Are our libraries helping to make better citizens of those from over-seas?" I must decline to give an answer. It would be somewhat cold on the part of one who is not him-

self a citizen of this country and whose opportunities have been scant, for studying such a problem, to express an opinion.

Concerning librarians, as such, I may say that my experience with them, under many climes and skies, has ever been of the pleasantest. Their keeping company with the thinkers and writers of all times, spending their days in those temples where the wisdom, the folly, the dreams, the beauty of ages is stored for the contemplation or warning of succeeding generations, gives them, of whatever nationality they be, a philosophical turn of mind, a benevolent desire to help, a friendliness to the untutored who want to know more. For me they are the typical men of good will for whom there will be peace.

Believe me,

Very truly yours,

JUSSERAND.

Chicago, May 5.

"Can public libraries legitimately attempt amusement as well as instruction of the people?" Since you ask me the question, I feel obliged to answer it in all seriousness. In my opinion the public library ought not to be turned into a place of amusement. Let us have this one institution left as a refuge from amusement. The general desire of the public to be amused has caused it to become almost impossible for one to go anywhere or see anything without becoming conscious of the fact that the first and generally the sole purpose of everything is to amuse. The preachers make their sermons amusing, the poets make their poems amusing, the artists make their pictures amusing, the merchants make their shops amusing; one cannot eat in a public place without being amused. Steamships and railway trains are operated for the amusement of passengers; every vacant storeroom will by tomorrow have become a place of amusement and plans are already being made to convert funerals into amusing affairs. Spare to us the one place in which we may hope to escape from amusement. Let the public library remain grand, gloomy and peculiar.

Sincerely yours,

S. E. KISER.

Chicago, April 9, 1913.

In reply to your letter of April 5, 1913, would say—The modern city library is covering a most desirable field in meeting the needs of a large element of the public, which looks to it almost exclusively for information along library and allied lines. A popular library should be able to supply information on all subjects of

a general character and should not proceed along lines of reference facilities except in a general way. This ground is covered by private gifts and educational institutions. The city library should, it seems to me, be constituted along liberal lines, adapted to entertain as well as instruct. Any means adapted to stimulate the public desire for the use of its privileges properly guarded, cannot fail to be of general benefit. Thus lectures, story telling, art exhibits, and even victrola concerts, loan of pianola rolls, etc., may serve to induct the mind into the wealth of knowledge embraced within its wonderful collection of books. The portals of the city library should be made insidiously alluring, with the expectation that once within them, the reader will go farther.

Very truly yours,

C. C. KOHLSAAT.

Northampton, Mass.,

June 12, 1913.

To My Fellow Workers in Libraries,  
Greetings:

I always feel a little bashful when I go into a strange library as I sometimes do and happen on a librarian who confronts me with things I say about librarians in the "Lost Art of Reading." Usually I speak up quite quickly and say to a librarian, "Oh, but you know I do not mean YOU!"

But in speaking as I am now to all the librarians there are in the United States and Canada this seems to be inconvenient.

I am afraid that if there were any nice thoughtful benignant way of taking each librarian in this great mass meeting, of all the librarians there are, one side and whispering to him quietly, "Oh, but you know I do not mean YOU," I would probably do it!

But being driven to it and being faced out this way as I am today, two or three thousand to one, there seems to be nothing for it but to face the music and to look you in the eye a minute and say once for all, "I DO mean you, I mean each of you and all of you," and I accuse you of not taking immediate, powerful and conclusive steps to convince donors of libraries and the public of the rights of librarians, of your right to perform your duties under decent, spiritual conditions as members of a high and spirited calling, as professional men and women, as artists and as fellow human beings and not as overworked, under-assisted, weary servants of books.

The charges against the library donors and managers that I brought out in my

new book "Crowds," more particularly the chapters, "Mr. Carnegie speaks up," and "Mr. Carnegie tries to make people read," are charges that are going to be answered most successfully by people who admit that they are largely true and who will then proceed tomorrow, before everybody, to turn them into lies. The sooner the librarians and trustees and public men of this country proceed to make what I am saying today about public libraries hopelessly ridiculous and out-of-date, the sooner I will be happy.

If I were to move into a strange community and wanted to be a valuable citizen in it, the first thing I would do would be to go to the public library and ask the librarians and their assistants this question, "Who are the interesting boys in this town?"

If the librarians could tell me I would linger around, and in one way or another, get acquainted with those boys, follow them up and see what I could do to connect them with the men with the books, and ideas and ambitions and opportunities that belong to them.

If the librarians could not give me a list of such boys I would ask them why.

If they told me that they had not time to attend to such things I would ask the trustees why.

If the trustees had not selected librarians naturally interested in boys and books and had not provided such librarians with the necessary assistants so they would have time and spirit to do such things I would turn to the people and I would challenge the people to elect trustees for their library who knew what a library was for.

I sometimes think of the librarian in a town as the Mayor Of What People Think, and if he does not have time to read books and to love ideas and inventions in himself and in other people and does not take time to like boys and get the ideas and boys together, he cannot be in a town where he lives, a good Mayor Of What People Think.

We shall never have great libraries in the United States until the typical librarian exalts his calling and takes his place in our modern life seriously—as the ruler of our civilization, the creator of the environment of a nation and as the dictator of the motives and ideals of cities, the discoverer of great men and the champion of the souls of the people.

I candidly ask you all: What is there that can be done in America in the way of letting librarians keep on being folks?

One almost wishes that all the members of the library association of America would

write to Andrew Carnegie, snow him under with letters from the nation, asking him to try the experiment of having at least one of his libraries in the United States fitted up as elaborately and as elegantly with librarians as it is with dumb waiters, marble pillars, book racks and umbrella stands.

When we go into a library—some of us—we want to feel our minds being gently exposed to cross-fertilization. We may not want librarians to throw themselves at us—come down plump into our minds the minute we enter whether or no, but we do want when we come into a library to be able to find (if we steal around a little), eager, contagious, alluring librarians who can make people read books and from whom people cannot get away without reading books. Every library ought to be supplied with at least one librarian in each department, stuck all over with books, like burrs, so that nobody can touch him or be near him without carrying away a book on him that he's got to read and that he will long to read and will read until somebody drives him to bed!

Faithfully yours,  
GERALD STANLEY LEE.

Northampton, Mass.

Greetings and good wishes to the men and women who hold the keys:

I saw in England, last year, a very old library where the books are chained to the shelves. They have always been chained there; at first because they were valuable and human nature was weak, and now to preserve the tradition. But in general, either because the value of books is less or because human nature is less weak, we trust our public with its books unchained. The shelves of most libraries, I understand, are open freely and the loss of books is small—small enough to be disregarded, you tell me, in relation to the general good.

And not only is the public freely admitted. In Northampton I have seen, many times, the books put on wheels and traveling out to the public; they are in a kind of clothes-basket set on a truck with tiny wheels; and the janitor trundles the truck to the trolley, and the trolley carries the books to Leeds or Florence or Williamsburg, it may be—I do not know their destination. I only see them traveling away on wheels. This is only A-B-C to all of you. Most of you could tell me much more interesting things that libraries are doing. Some of you have already seen that it is not enough to put the books on wheels and trundle them out to the public, but that the public itself must be followed and

captured. You tell me that in the future the library that would be really up-to-date must catch its readers where it can and chain books to them.

Presently we shall need wings to follow life and bring it back to its books. For life moves swiftly; and you who hold the keys and who are putting books on wheels and sending them out will not stop till the life in books and the life of the world are come together again. Presently we shall all work for this. You have freed the books, you have sent them out, you have reached out to give them to us freely. Presently you will unlock the books themselves and open the pages; and the time when a child studied only a few books will belong to the past; the living use of books will be a part of the life of every child that is born into the world. Presently we shall all work together for this—with you who hold the keys.

JENNETTE LEE.

New York, N. Y.,  
April 3rd, 1913.

I'd like to do as you request—but I have no facts to contribute. I feel sure that the public library is doing much to improve dramatic taste—but I can't adduce any evidence.

Yours truly,  
BRANDER MATTHEWS.

Philadelphia, Pa.

The librarian's constant difficulty is now, what shall a library try to collect, what shall it keep? This has become a grave question. Being myself book greedy, a gourmand of print, I am a poor judge of what to reject.

Soon or late the average man, who is presumed to represent common sense, will ask, "What is the use of these accumulations of books?" This average man can never consider a library with comment of imagination. A book is for him a book, whereas for you or me a book is a saint, a hero, a martyr, a fool, a seraph of light bearing science. Let us drop him with a word of scorn. We shall not ever understand one another. Nor would he have the faith in books of that Samonicus who, for the cure of a tertian fever in the Emperor Gordian, ordered the fourth book of the Iliad to be applied to the head of the patient. That has long puzzled me—why the fourth? But Mr. Average awaits a quotation. A voice out of the splendid day of Elizabeth shall say it: "Sir, he hath not fed of the dainties that are bred of a book; he hath not eat paper, as it were; he hath not drunk ink."

S. WEIR MITCHELL.

The Nation,  
New York City,  
May 5th, 1913.

I fear you must be charging me with discourtesy for delaying so long my reply to your letter of April 19th. I have in fact had the intention of writing to you rather fully on the subject of public libraries and best sellers, for use in your conference in Kaaterskill. One obligation after another, however, has kept me from doing this and now I can only express to you briefly my conviction that the public library ought by no means to undertake "to supply all the best sellers hot from the press." It has always seemed to me that the office of any institution such as the library is as much to direct and restrain public taste as it is to supply what is demanded.

With regret that I cannot reply at greater length to your flattering request for my opinion, I am

Very truly yours,  
PAUL E. MORE, Editor.

Washington, D. C.,  
May 17, 1913.

When your letter came I was, I believe, away from home. At least I never had an opportunity to answer it until just now, having been absent a good deal since its date. Although you do not set the time of the coming conference, I assume that it is not too late to answer your question and I am writing now simply to acknowledge receipt of your letter. I will, however, say that I believe that the circulation of fiction by our public libraries does help to enlighten the people on all problems whatsoever, for, in the first place, fiction contains many of the standard novels which certainly have a tendency for good; and secondly, however trashy novels are, in the main they have an educating effect.

Yours very truly,  
THOMAS NELSON PAGE.

4 Newbury Street, Boston, Mass.,  
April 29, 1913.

I cannot better comply with your request (made on behalf of the American Library Association) than by giving you a leaf from my own experience of twenty-five years, as President or managing director of a rural library, which serves the public in a mountain town where I chiefly reside, and yet is a private institution, receiving no aid whatever from town or state. And my message is to libraries of small means and resources, so situated that trained librarians or assistants are not to be had.

We have by this time about 5,000 volumes, all obtained through gift or pur-

chase, of which less than half are works of fiction; and the list, on the whole, includes most standard works. From one benefactor we have a good stone building, erected last year upon a lot of our own; and by the time the testamentary provision of another benefactor takes effect hereafter we shall have an endowment fund ample enough to place our institution upon a permanent footing of liberal expenditure. Hitherto our annual income has been small and met by life memberships, special entertainments and personal gifts, in which summer visitors and the townspeople combine.

In order that our books should be classified but without too much effort I introduced, some years ago, the following scheme: A, denotes works of fiction; B, biography, history, travels, etc.; C, poetry, essays and miscellaneous; P, periodicals and pamphlets (by bound volumes or in cases); R, books of reference. Juvenile books under these respective heads are marked by an added J.

We have no card catalog and find our patrons served more to their liking, and perhaps more economically, by issuing printed lists, frequently, which give the author and the title simply; the number, and letter, as printed, indicating the subject. About 1905 a pamphlet catalog was brought out which gave our list complete to that date. Since that time, supplement lists have been printed at convenience; while the latest books are always posted in the library on written sheets. When the supplements become sufficiently numerous we expect to issue a second full pamphlet catalog; and so on. We cannot pay for expert assistance to keep up a card catalog properly; with our present means; and what our patrons most want is to have individual printed lists that they can readily consult.

About 90 per cent of our circulation consists of A or AJ books, but we try to increase the demand for the B and C books. So, too, the books most eagerly sought are those last added, but we encourage the reading of standard authors wherever we may.

Yours very truly,  
JAMES SCHOULER.

Indianapolis, Ind.,  
April 24, 1913.

"Is the fiction circulated by our public libraries helping to enlighten the people on social and economic problems?"

George Meredith, in a letter written in 1884, said:

"I think that all right use of life, and the one secret of life, is to pave ways for

the firmer footing of those who succeed us. . . . Close knowledge of our fellows, discernment of the laws of existence, these lead to great civilization. I have supposed that the novel, exposing and illustrating the natural history of man, may help us to such sustaining roadside gifts."

Merely "entertaining" fiction is comparable to vaudeville or to tight-rope walking; its use may be to amuse the tired laborer of all sorts; its overuse, however, tends to become a habit and produce flaccid minds. Save for this, all fiction which depends on "plot"—always a hash of used meats—or on farcical or melodramatic "situation," is almost negligible. But on the whole, and because of this flaccidity, I believe, it would be a good thing if all merely "entertaining" fiction could be destroyed.

A very small portion of that fiction which is produced by artists seeking to know and reveal life, deals with economic problems. Except for the work of a few writers (Mr. H. G. Wells, for instance,—he includes economic discussions) it concerns itself with social relations and "the natural history of man." Its circulation must certainly help to enlighten people upon social problems. Here I must fail you, for I do not know what type of fiction has the circulation you mean; the most general circulation, I take it. A novel is helpful as it is a revelation of truth; it is always harmful when it is written from a false or assumed point-of-view; it is very likely to be harmful when it is founded upon shallow observation or a cocksure philosophy. Most of the fiction produced in our country today is founded upon nothing except the desire to circulate; therefore it shouldn't!

Very sincerely yours,  
BOOTH TARKINGTON.

Elizabeth, N. J.,

May 16, 1913.

The question you ask is not debatable. The public library is among the foremost aids the American boy has today. As great a help as the library is the librarian. Much depends upon his personal interest, enthusiasm, judgment, appreciation of the book and the boy. "The man behind the book," provides the power.

Librarians undoubtedly are a help not only to the boy, but to the writer of boy's books. But like all other classes there are librarians and librarians. Some are efficient, some too theoretical, some visionary, some without the capacity to understand the normal boy, and a few are deficient. As far as I have observed, the limitations of the librarians are not so much in their knowledge of books as in their understand-

ing of boys. Every profession has its special peril. The minister may become dogmatic, the judge autocratic. The peril of the purely bookish man is that of becoming a prig. The pre-conceived opinion of what a boy ought to be sometimes prevents the discovery of what he really is. Among some there is a tendency to magnify the unusual boy at the expense of the normal boy. Such librarians would confer a benefit if they would discover what has become of the prodigies of our boyhood.

It is sometimes forgotten that boys must be led into better reading, not forcibly transplanted. There are steps and stages in this journey as in every other. A taste for good reading is something to be cultivated, not forced. A healthy boy has about the same appetite for observing the ready-made opinions of his superiors that he has for donning the made-over garments of his ancestors. Many librarians understand the boy as well as the book. The combination is fruitful, and divorce here has its own penalty as well as elsewhere. If the American boy (as in many places he is) can be made to feel that the librarian as well as the library are for his benefit, a double good will result.

Cordially,

EVERETT T. TOMLINSON.

Arlington, Mass.,

May 29, 1913.

In reply to the question proposed to me by your Association, "Is the public library helping the boy to become a useful man?" I reply emphatically in the affirmative. Of course, the degree of helpfulness must depend largely upon the library, and still more upon the character of the boy. To one of low tastes, with no ambition beyond the hour's indulgence, the finest library will have little meaning; but to one having a thirst for knowledge, and aspirations for self-improvement, access to any fairly well chosen collection of books cannot but prove of inestimable service in stimulating and developing his nobler qualities. My own early experience convinces me of this. In my recollections of a backwoods boyhood ("My Own Story," pages 44-46) I have told something of my indebtedness of a small subscription library, in which were found the works of a few great writers, among those Byron, Shakespeare, Plutarch, Cooper, and Scott, and a History of England, which was the first book I turned to after reading "Ivanhoe." The world was transformed for me by the poets and romancers that smiled on me from those obscure shelves. I repeat here what

I once wrote of that golden opportunity of my boyhood. The town has a vastly more attractive and comprehensive library today; but the value of such an institution depends, after all, upon what we ourselves bring to it. The few books that nourish vitally the eager mind are better than richly furnished alcoves amid which we browse languidly and loiter with indifference. This is true alike of the boy and the man.

JOHN TOWNSEND TROWBRIDGE.

Toledo, Ohio,

May 14, 1913.

You ask, "Is the public library a factor in the recent development of a public conscience?"

I suppose that by the term public conscience you mean that undoubted quickening of the public sense, shall we say public decency?—which America has felt in the last ten years, though as yet it has undertaken no fundamental reforms, and is too apt to degenerate into a mere hue and cry after some individual whom it would make a scape-goat for the sins of the people.

Now, in the development of this feeling, or of this public conscience, it is doubtful whether the public library has been much of a factor. It depends altogether upon the librarian. There are a few instances, no doubt, in which the public library has had this effect, and there are many librarians in the country who, as wise and intelligent men like yourself, are interested in vital subjects, and therefore able to interest others in them. By a judicious exposure of books these subjects are made so inviting and so attractive that the patrons of the library are led on and on in an ever widening exploration of the subject. The library does offer to any one who wishes to make inquiry the opportunity of gratifying his desires, and in this way it no doubt exercises a considerable influence. There is a profound and tremendous influence, silent and indirect, from its mere existence, its mere presence, which must do good in a city, just as in a home in which there are many books, even though they were never read, there is the atmosphere of culture. The librarian, however, should be a sort of teacher, helping the public mind, assisting in the development of the public conscience, for I fear that the public, if left to themselves, would rather read the six best sellers, and in the realm of general ideas engage, to recall a phrase of Henry James "in the exercise of skipping."

Yours sincerely,

BRAND WHITLOCK.



## SECOND GENERAL SESSION

(Tuesday morning, June 24, 1913)

The PRESIDENT: We are to start this morning with the committee reports. Unless, however, undue objections are made we shall read these by title and, like the members of Congress, ask leave to print. A number of them indeed are in printed form and have been distributed and you have doubtless found them on the chairs as you entered the hall. I may say that some of these reports are unusually strong in that they represent the work of a year of very careful thought and investigation by their members. If you will take the time, either at this conference or after you get home, to read these reports, you will greatly profit from the labors of these respective committees. The printed reports comprise those of the secretary, the treasurer, the trustees of the endowment fund, the publishing board, the committee on bookbinding, the committee on book-buying, the committee on federal and state relations; and reports have also been received in manuscript, by the secretary, from the committees on co-operation with the National Education Association, library administration, library training and work with the blind. Unless it is requested that any particular one of these reports be read at this time we shall pass them over and commit them to the secretary for inclusion in the printed conference proceedings.

The above mentioned reports are here printed in full.

## SECRETARY'S REPORT

The third report of the present secretary and the fourth since the establishment of a headquarters office is here submitted to the association. The material conditions of headquarters are practically identical with those reported a year ago; we are still the recipients of the generosity of the board of directors of the Chicago public library, the large room furnished free by them being more and more appreciated as we compare our commodious quarters with those greatly inferior

where a rent is charged which would be prohibitive to the funds of the A. L. A. For the continued courtesy and unfailing kindness of the librarian of the Chicago public library and his able staff I cannot find adequate words. It is unquestionably a decided advantage for the executive office of the A. L. A. to be in close proximity to a large reference collection and to a competent corps of library experts. In these respects we are fortunate not only in the Chicago public library, but also in the John Crerar and Newberry libraries which so admirably supplement each other in forming reference facilities of a high order.

The routine work of the year has much of it so closely resembled in kind that of last year that the secretary feels it unnecessary to rehearse it again in detail, but respectfully refers inquiry on this point to his report at the Ottawa conference. In quantity it is rapidly increasing; there are more letters to write; there is more proof to read; more personal calls from librarians and others as the establishment of the office becomes known; there are more arrangements to be made for the many-sided interests of the Association. The Publishing Board's work is likewise increasing, and with the removal of the Booklist office from Madison to Chicago headquarters, which will be made in the near future, additional duties will devolve on the general office, even though that periodical has its own special staff. These things, however, are as we desire they should be and we are pleased to see indications that the funds of the Association are going to permit the enlargement of the work as this is found advisable.

The Office as an Information Bureau—In no way is this growth quite so noticeable as in the increased correspondence through which the executive office is used as an information bureau on library economy. For a time after the establishment of the office this correspondence was naturally almost entirely with librarians. The letters of the past year, however, have shown that our existence is becoming

known to others. We are being told the problems of the library committees of women's clubs; of manufacturers who wish to get their workmen interested in a business library; of business men who are thinking of establishing such a library; of young men and women who are considering librarianship as a vocation and do not know the proper steps to take to get the necessary training and experience; and of publishers and of book-sellers who are referring various matters to our office. These things in addition to the steady daily stream of correspondence with librarians in every state of the union. Last year we recorded that our actual correspondence averaged 67 letters a day for a period covering several months. It has been considerably greater the past year. This includes, of course, all correspondence relative to publications, membership matters, and business routine. Several months ago the secretary printed 10,000 little leaflets mentioning some of the ways in which the A. L. A. can assist in library informational lines. About half of these have been distributed, mainly in channels outside of regular library work and among those who perhaps had not previously learned of headquarters and of our publications.

**Membership**—Last year it was the privilege of the secretary to report that the membership was larger than ever before in the history of the Association. We are now glad to be able to say that there is a substantial increase in membership over last year. In January, the secretary mailed with the annual membership bills an appeal to members to help again this year as they did last in securing new members. This appeal has been very effectual; many have been instrumental in securing one or more new members and the secretary desires here to thank all those who have so kindly assisted in this campaign. During the late winter and early spring many personal letters were written to librarians and library boards asking them to have their libraries become institutional members of the A. L.

A., and many have responded favorably. Several hundred personal letters were also addressed to those who had recently, according to the news columns in the library periodicals, changed their positions, presumably for the better financially.

When the last handbook was printed, in October, 1912, there were 2,365 members of the A. L. A. Since then to June 1st, 1913, 192 new individual members and 40 new institutional members have joined, a total of 232. On the other hand, the association has lost 11 members by death, 35 have resigned, and judging by the experience of previous years about 160 members will probably fall this year to renew their membership and will consequently be dropped from the rolls. It is likely that enough new members will join at the Kaaterskill Conference to offset in numbers those whose membership lapses and that the net membership in the 1913 handbook will probably be about 2,550 or a gain of about 185 over 1912.

The income from membership dues in consequence steadily increasing. For the calendar year 1911 the total amount from this source was \$5,325.46 (including exchange on checks); in 1912, \$6,236.18; and for 1913 we hope the total amount will not be far short of \$7,000.

**Publicity**—The usual methods to secure as much publicity as possible have been followed. The library periodicals have, of course, been kept informed of what the office was doing that would interest the library public. We have sent news notes from time to time to the *Dial*, *Nation*, *New York Times Review of Books*, *Bookman*, *Education Review*, *American City*, and other magazines, and to about 180 of the prominent newspapers of the country. Several articles regarding the conference were given to the *Associated Press*, and to news syndicates. Before the *Ottawa Conference*, the *Associated Press* sent to all their subscribers a multigraphed portion of the president's address. The Association needs more money for this publicity work and more time should be spent on it than the secretary has been

able to spend. Its results at present are far from satisfactory and we hope that with growth of income a more systematic publicity department can be organized, perhaps modelled somewhat after the excellent methods employed by Prof. J. W. Searson, who conducts the publicity work of the National Education Association.

**Registration for library position**—The executive office has from its inception been something of a free employment bureau for librarians and library assistants, who for proper and sufficient reasons desire to change their positions. This year the work has been somewhat more systematized by the use of a printed registration blank, which is sent on request to any member of the association. The questions asked on this blank are as follows:

Date of this registration.  
 Name in full.  
 Address (permanent).  
 Address (temporary, or until .....).  
 State fully all schools (above grammar grade) and colleges or universities you have attended, with period of attendance at each.  
 Degrees, when and where obtained.  
 Have you traveled abroad? When? Where? How long?  
 Languages you read easily.  
 Languages you read with assistance of a dictionary.  
 Library training and experience.  
 Positions held, with approximate dates; and salary received.  
 Nature of appointment desired.  
 Salary expected.  
 Part of country preferred.  
 Physical condition.  
 References.

Forty-two librarians have thus far registered on these blanks and five or six of these have been helped to new positions. The secretary has helped in the filling of some fifteen library positions aside from those using the registration blank.

If, however, the service to those seeking positions, and to those seeking capable librarians and assistants is to be as important and far-reaching as we wish to make it, the office must have knowledge of vacancies as well as of persons wanting positions. Library boards and librarians

are cordially invited to correspond with the secretary when in need of library workers.

**Library Plans**—During the year a number of valuable additions have been made to our collection of architects' plans of library buildings. We want more, particularly good plans of buildings costing from \$25,000 to \$75,000, as these are most in demand. Will librarians and boards who have recently acquired new buildings bear our needs in mind? These plans have from the beginning proved useful, and if a fair number of the latest type of plans could be added the collection would be increasingly useful and used.

**Library Pension Systems**—During the year the secretary has been making efforts to collect information about pension systems in operation in libraries or plans being made for pensions. No great progress has been made, due perhaps to the fact that not many libraries are as yet contemplating a pension system. The secretary will be glad to receive information from any librarian or board who has not yet written him on this subject.

**A. L. A. Representatives at State Meetings**—President Legler was the official representative at the Ohio meeting, Newark, October 21-24; at the Illinois-Missouri joint meeting, St. Louis, October 24-26; and South Dakota conference, Mitchell, November 25-27. He also addressed the Long Island Library Club on the work of the A. L. A. on October 17th.

Mr. T. W. Koch, member of the Executive Board, was the official representative to the Indiana state meeting, Terre Haute, October 17-19.

Dr. Arthur E. Bostwick, ex-president of the A. L. A., represented the Association at the North Dakota conference, Mayville, October 1-2; Minnesota meeting, Faribault, October 2-4; and Iowa meeting at Nevada, October 8-10.

Secretary Utley represented the A. L. A. at the Illinois-Missouri meeting, St. Louis, October 24-26; Oklahoma meeting, Muskogee, May 14-15; and was present un-

officially at Niagara Falls, "New York library week," September 23-28. The secretary has also lectured before the New York state library school, the Training school for children's librarians of the Pittsburgh Carnegie library, and the University of Illinois library school.

**Necrology.** The Association has lost by death eleven members since the conference of a year ago. The list includes an ex-president of the A. L. A., and one of the most prominent librarians of the country; a business man who had for years taken a deep interest in library progress; an eminent churchman who has for many years maintained his connection with the national association; the librarian of a large university; the librarian of a well known public library; and several others who at their several posts have faithfully performed their duties and rendered their contributions to the work in which they were engaged.

The list follows:

Clarence W. Ayer, librarian of the Cambridge (Mass.) public library, died April 12, 1913. He was previously connected with Western Reserve University, but had been engaged in library work in Massachusetts for a number of years. He had been a member of the A. L. A. since 1900 (No. 1984) and had attended four conferences.

Dr. John Shaw Billings, director of the New York public library, died March 11, 1913. Successful as an army surgeon during the war between the states, he later assumed charge of the Surgeon-General's library and brought it to recognition as one of the most celebrated medical libraries in the world, and compiled an index catalog that has taken a place among the permanent monuments of bibliography. Coming to New York in 1895, he began the stupendous work of bringing the various libraries of that city under one great system, releasing funds tied by legal complications, and superintending the erection of a central building costing nearly ten millions of dollars. These tasks he lived to accomplish and they re-

main as his lasting monument. He was president of the A. L. A. for the year 1901-02, and presided at its Magnolia conference. He joined the association in 1881 (No. 404) and attended six of its conferences. See *Public Libraries*, 18: 148-9; *Library Journal*, 38, 212-14.

Bertha Colt, assistant in the New York public library, died July 22, 1912. She joined the Association in 1904 (No. 3167), and attended the conferences of 1904 and 1907.

Right Rev. William Crosswell Doane, Bishop of Albany, and for many years vice-chancellor of the University of the State of New York, died May 16, 1913. He joined the A. L. A. in 1893 (No. 1125) and although he attended none of the conferences had steadily maintained his interest in library work and retained his membership in the Association.

Jennie S. Irwin, first assistant in the Mt. Vernon (N. Y.) public library, died Nov. 8, 1912. She joined the Association in 1902 (No. 2437) and attended the conferences of 1906 and 1908.

Walter Kendall Jewett, librarian of the University of Nebraska, since 1906, died March 3, 1913. He was previously librarian of the medical department of the John Crerar library, and had been notably successful in his library work. He joined the Association in 1904 (No. 3109) and attended four conferences.

Charles A. Larson, editor of publications of the Chicago public library, died August 19, 1912. He had been connected with the Chicago library for many years and was highly valued. His able work in the reference department will be long remembered. He joined the Association in 1901 (No. 2373) and after lapsing membership rejoined in 1910. He attended the Mackinac conference.

Rev. William Ladd Ropes, librarian-emeritus of the Andover Theological Seminary, at Andover, Massachusetts, died December 24, 1912. He was well known to the librarians of an earlier generation. He joined the A. L. A. in 1877 (No. 106) and attended three A. L. A. conferences,

and the London international conference of 1877.

Charles Carroll Soule, of Boston, long identified with the book publishing business and interested in library work, died Jan. 7, 1913. He was trustee of the Brookline (Mass.) public library from 1889-1899, member of the A. L. A. Publishing Board from 1890-1908, second vice-president of the A. L. A. in 1890; and a member of the Council 1893-96 and 1900-05. Mr. Soule was an expert on library planning, having written a book, and numerous articles on this subject. A pamphlet on "Library rooms and buildings" was issued by the A. L. A. Publishing Board as one of its tracts. He joined the A. L. A. in 1879 (No. 216) and had attended 18 conferences. No librarian was better known to librarians than this

interested layman. See Library Journal, 38:89; Public Libraries, 18:57.

Nelson Taylor, bookseller of New York, of the firm of Baker & Taylor, died June 26, 1912. He had been a member of the A. L. A. since 1906 (No. 3531).

Bertha S. Wildman, secretary to the librarian of the Carnegie library of Pittsburgh and a member of the faculty of the Training school for children's librarians, died February 19, 1913. She was a graduate of Pratt Institute library school and previous to her connection with the Pittsburgh library had been the organizer and first librarian of the Madison (N. J.) public library. She joined the A. L. A. in 1900 (No. 1945) and attended four conferences.

GEORGE B. UTLEY,  
Secretary.

### AMERICAN LIBRARY ASSOCIATION

#### Report of the Treasurer, January 1—May 31, 1913

##### Receipts

Balance, Union Trust Company, Chicago, Jan. 1, 1913.....	\$3,395.29	
G. B. Utley, Secretary, Headquarters collections.....	4,555.41	
Trustees Endowment Fund, interest.....	350.00	
Trustees Carnegie Fund, interest.....	2,509.90	
A. L. A. Publishing Board, installment on Hdqrs. expense.....	1,000.00	
Estate of J. L. Whitney.....	104.34	
Interest, January—May, 1913.....	28.92	\$11,943.86

##### Expenditures

Checks No. 40-44 (Vouchers No. 615-690 incl.).....	\$3,379.74	
Distributed as follows:		
Bulletin .....	\$ 246.06	
Conference .....	20.70	
Committees .....	23.50	
Headquarters:		
Salaries .....	2,125.00	
Additional services .....	213.30	
Supplies .....	177.91	
Miscellaneous .....	155.45	
Postage .....	78.48	
Travel .....	85.00	
Trustees Endowment Fund (Life Mem.).....	150.00	
C. B. Roden, Treas. (J. L. Whitney Fund).....	104.34	
A. L. A. Publishing Board, Carnegie Fund interest.....	2,509.90	5,889.64
Balance Union Trust Co.....		\$6,054.22
G. B. Utley, Balance, National Bank of Republic.....		250.00
		<u>\$6,304.22</u>

##### James L. Whitney Fund

Feb. 4, 1913, Principal (Union Trust Co. of Chicago, savings acct.).....\$104.34

Respectfully submitted,

C. B. RODEN, Treasurer

Chicago, June 1, 1913.

**REPORT OF THE FINANCE COMMITTEE**

To the American Library Association:  
Ladies and Gentlemen:—

In accordance with the provisions of the constitution, the Finance Committee submit the following report:—

They have duly considered the probable income of the Association for the current year and have estimated it at \$21,915.00, and have approved appropriations made by the Executive Board to that amount. The details of the estimated income and of the appropriations are given in the January number of the Bulletin. The committee have also approved the appropriation to the use of the Publishing Board of any excess of sales over the amount estimated.

On behalf of the committee, the chairman has audited the accounts of the treasurer and of the secretary as assistant treasurer. He has found that the receipts as stated by the treasurer agree with the

transfer checks from the assistant treasurer, and with the cash accounts of the latter. The expenditures as stated are accounted for by properly approved vouchers. The bank balance and petty cash, as stated, agree with the bank books and petty cash balances. The accounts of the assistant treasurer have been found correct as cash accounts.

On behalf of the committee, Mr. E. H. Anderson has checked the securities now in the custody of the trustees, and certifies that their figures in regard to the securities on hand are correct. He finds that at par value the bonds and other securities amount to \$102,500.00 for the Carnegie fund, and \$7,000.00 for the principal account. He certifies that to the best of his knowledge and belief the accounts submitted are correct.

All of which is respectively submitted for the committee.

CLEMENT W. ANDREWS,  
Chairman.

## A. L. A. PUBLISHING BOARD

With the completion of the ninth volume of the A. L. A. Booklist Miss Elva L. Bascom severs her connection as editor and as head of the editorial department of the Publishing Board. For five years Miss Bascom has carried on this work with signal ability and with devoted industry, and it is with sincere regret that the members of the Board have accepted her resignation. During this period of editorial activity Miss Bascom has maintained the excellent standards established by her predecessors, Miss Caroline Garland and Mrs. Katharine MacDonald Jones, and has given to the publication a standard of judgment in selection and critical appreciation that has made the A. L. A. Booklist invaluable to thousands of librarians and as many library trustees in the selection of current books for their respective institutions. The A. L. A. Booklist is everywhere recognized as a publication wholly untrammelled by commercial consideration in the listing of books and the recommendation which these are given.

Miss May Massee has been elected as Miss Bascom's successor and will enter upon the work early in August. Her experience as a member of the staff of the Buffalo public library and her training prior thereto commends her for the position.

Concerning the A. L. A. Booklist there are no new facts to report, comments noted in previous reports being applicable as well at this time. While renewed representations have come to the members of the Board, suggesting a change of size, form, and character, and the arguments in behalf thereof have been given due weight, it has not seemed wise to alter the policy which has been continued for a period of nine years.

With the beginning of the new volume the place of publication and therewith the editorial headquarters will be transferred from Madison, Wis., to Chicago. By con-

solidating the editorial headquarters of the Publishing Board with the headquarters of the American Library Association both will be materially strengthened and some financial economies can be affected.

**Periodical Cards**—The Board received word last fall from the Library Bureau that they would have to advance prices for the printing of the analytical periodical cards. The matter was placed in the hands of a committee, and after some negotiation, unexpectedly prolonged by the illness of the representative of the Library Bureau, a rearrangement of the work was made which will enable the Board to continue the service to the present subscribers without change in prices. This has been accomplished by giving an order for sixty-five copies of all titles and thirty-five additional titles of the periodicals most in demand. Hereafter, subscriptions must be made either to the full set of approximately 2500 titles, or to the limited set of 200. A revision of the list is now in progress.

Concerning the periodicals issued during the past year Mr. William Stetson Merrill has submitted the following report as editor:

The sixteen shipments of A. L. A. periodical cards prepared and sent out during the year ending May 31, 1913 have comprised those numbered 284 to 299, which were received by subscribers June 18, 1912 to May 14, 1913. These shipments have included 3459 new titles and 136 reprints, making a total of 3595 titles. The time of preparation has been reduced from thirteen to ten and a half weeks.\*

In February of the present year the editor took occasion to check up the work currently done, with the titles of periodicals given in the printed list as indexed by the Publishing Board. It was then dis-

\*By "time of preparation" is here meant the interval between the receipt of copy, and receipt of cards by the subscribers.

covered that in the case of thirty-five periodicals no titles had been indexed during intervals ranging from two to five years to date. These facts were brought to the attention of the collaborating libraries, which later reported upon these arrears as follows: Periodicals for which no issues later than those indexed had been received by the library, 12; discontinued, 3; now indexed by the Library of Congress, 2; overlooked or indexing postponed by the library, 10; dropped, 2; record card wrong, 1; no indexer, 5. The collaborating libraries at once took up the work of bringing their indexing up to date and at the time of writing only three current periodicals are not indexed to date, with the exception of those for which there is at present no indexer.

The preparation of the distribution and charges sheets has been in the hands of Mrs. S. L. Hitz and Miss Jane Burt under the supervision of the editor, who has also attended to all the correspondence connected with the card work.

**New Publications**—New publications since the last report was submitted include the following:

Aids in library work with foreigners, compiled by Marguerite Reid and John G. Moulton. (2000 copies).

How to choose editions, by William E. Foster. (Handbook 8) (2500 copies).

Buying list of books for small libraries, compiled by Zaidee Brown,—new edition revised by Caroline Webster. (1000 copies).

List of economical editions, by Le Roy Jeffers. (2nd edition). Revised. (1000 copies).

Periodicals for the small library, by Frank K. Walter. (3000 copies).

A. L. A. Manual of library economy, 5 new chapters.

Chap. V. Proprietary and subscription libraries, by Charles Knowles Bolton. (1000 copies).

Chap. X. The library building, by W. R. Eastman. (2000 copies).

Chap. XIII. Training for librarian-

ship, by Mary W. Plummer. (2000 copies).

Chap. XXVII. Commissions, state aid and state agencies, by Asa Wynkoop. (In press).

Chap. XXXII. Library printing, by Frank K. Walter. (1500 copies).

A normal library budget and its items of expense, by O. R. Howard Thomson. (Handbook 8.) (1500 copies).

Index to library reports, by Katharine T. Moody. (1000 copies).

List of Polish books, compiled by Mrs. Jozefa Kudlicka. (Foreign Booklist 6). (1000 copies).

Forthcoming Publications—How to start a public library, by G. E. Wire, M. D. Second and revised edition. (Tract 2).

Graded list of stories for reading aloud, by Harriot E. Hassler; revised by Carrie E. Scott.

**Reprints**—During the past year the following publications have been reprinted:

Guide to reference books, by Alice B. Kroeger. (1000 copies).

Cutter's Notes from the art section of a library. (Tract 5). (1000 copies).

Catalog rules, compiled by committees of the American Library Association and the Library Association (of the United Kingdom). 1908 edition (1000 copies).

Essentials in library administration, compiled by Miss L. E. Stearns. (2nd edition). (Handbook 1). (2000 copies). Revised.

Mending and repair of books, by Margaret W. Brown. (Handbook 6). 1000 copies).

U. S. Government documents in small libraries, by J. I. Wyer, Jr. (3rd edition). (Handbook 7). (1000 copies).

**A. L. A. Catalog**—The success of the A. L. A. Catalog, 1904-11, has been greater in point of sales than the most sanguine of us had expected, 3471 copies having been sold since its publication a year ago. There is still a reasonably steady demand, 321 copies having been sold during the



first five months of 1913. The book has been more extensively advertised than any of the Board's other recent publications, special efforts having been made to make it known to high schools, college professors and book lovers generally, but the sales have, nevertheless, been largely confined to libraries, library commissions and library schools.

**Manual of Library Economy**—Fourteen chapters of the Manual have thus far been printed, each as a separate pamphlet, and one is now in press. The list is as follows:

1. American library history, by C. K. Bolton.
2. The Library of Congress, by W. W. Bishop.
4. The college and university library, by J. I. Wyer, Jr.
5. Proprietary and subscription libraries, by C. K. Bolton.
9. Library legislation, by W. F. Yust.
10. The library building, by W. R. Eastman.
12. Administration of a public library, by A. E. Bostwick.
13. Training for librarianship, by Mary W. Plummer.
15. Branch libraries and other distributing agencies, by Linda A. Eastman.
17. Order and accession department, by F. F. Hopper.
20. Shelf department, by Josephine A. Rathbone.
22. Reference department, by E. C. Richardson.
26. Bookbinding, by A. L. Bailey.
27. Commissions, state aid and state agencies, by Asa Wynkoop. In press.
32. Library printing, by F. K. Walter.

The chairman of the Committee on manual, J. I. Wyer, Jr., reports that seven other chapters are known to be in an advanced state and may be expected soon.

**Advertising**—The Board's publications have as usual been advertised in *Library Journal* and *Public Libraries* and in one or two special numbers of the *Dial Review* copies of publications are sent to li-

brary periodicals and a number of other papers and magazines, such as the *Bookman*, *American City*, *Nation*, *Dial*, *New York Times Review*, *Chicago Post* (Friday review), *Springfield Republican*, *Boston Transcript*, etc. Our best returns, however, continue to come from direct circularization of libraries, library commissions and library schools, about 11,000 pieces of mail advertising our publications having been sent out since the last conference.

No new large publication has appeared since the A. L. A. Catalog, 1904-11, was published a year ago. Although thirteen new publications have been printed and two more are forthcoming they are all, with one exception, small in size and with price ranging from ten to twenty-five cents a copy. Consequently the amounts from sales are but small in the aggregate. Would it not be well for the Board to endeavor to put forth at least one publication each year which shall be of sufficient size, usefulness and importance to make it rank as the "opus major" of the year? There are surely subjects enough within our scope that can be handled to the advantage of the libraries and the profit of the Board.

**Foreign lists**—The Board has not felt greatly encouraged to undertake the publication of lists of foreign books because of the unfortunate financial experience with those already issued, only one of the five having paid for itself. This spring, however, when the manuscript of the long-expected Polish list was received a new policy was adopted. The secretary circularized those libraries whom he thought would be interested in this list, stating that the publication of the list depended upon the receipt of a sufficient number of subscriptions, requesting those libraries who were able and disposed to do so, to subscribe for at least four copies at 25 cents each. By this means enough subscriptions were readily secured and the Polish list has been printed. If libraries are willing to subsidize the publication of these lists, or putting it another way, to

pay for several copies more than they perhaps need, other lists can be undertaken, and the Board will welcome suggestions as to what languages should be taken up.

It has been suggested that a Yiddish list would be useful, also Italian, Lithuanian, Finnish and Spanish lists.

HENRY E. LEGLER, Chairman.

### FINANCIAL REPORT

#### Cash Receipts June 1, 1912, to May 31, 1913. \*

Balance, June 1, 1912.....		\$ 1,168.46	
Interest on Carnegie Fund.....		6,084.90	
Receipts from publications:			
Cash sales .....	\$3,354.68		
Payments on account.....	9,936.85	13,291.53	
Interest on bank deposits.....		17.36	
Sundries .....		1.56	\$20,563.81

#### Payments, June 1, 1912, to May 31, 1913.

##### Cost of publications:

A. L. A. Booklist .....	\$1,671.40		
A. L. A. Bulletin reprints .....	52.57		
A. L. A. Catalog, 1904-11 .....	3,613.43		
Aids in library work with foreigners.....	38.50		
Buying list of books for a small library.....	40.00		
Catalog rules .....	193.19		
Essentials in library administration.....	242.99		
Government documents in small libraries.....	25.50		
How to choose editions.....	70.00		
List of economical editions.....	111.80		
Manual of library economy, Chaps. 5, 10, 13.....	148.60		
Mending and repair of books.....	22.50		
N. E. A. Reprint (Bostwick's article).....	14.50		
Periodicals for the small library.....	93.80		
Periodical cards .....	2,038.44	\$ 8,377.22	
Addressograph supplies .....		21.47	
Typewriter .....		37.50	
Advertising .....		177.40	
Postage and express.....		1,089.01	
Rent, Madison office.....		300.00	
Travel .....		189.72	
Salaries .....		2,658.77	
Elva L. Bascom, editing A. L. A. Catalog, 1904-11.....		300.00	
Katharine T. Moody, editing Index to Library reports....		300.00	
Expense, headquarters (1912—\$2,000; 1913—a/c \$1,000).		3,000.00	
Supplies and incidentals.....		1,009.61	
Printing .....		15.25	
Royalty on Guide to reference books.....		279.78	
Contingencies .....		40.81	
Balance on hand, May 31, 1913.....		2,767.27	\$20,563.81

## SALES OF A. L. A. PUBLISHING BOARD PUBLICATIONS.

April 1, 1912, to March 31, 1913.

A. L. A. Booklist, regular subscriptions.....	1385	\$1,385.00	
Additional subs. at reduced rate of 50c.....	187	93.50	
Bulk subscriptions .....		853.20	
Extra copies .....	1110	159.10	\$2,490.80
Handbook 1, Essentials in library administration.....	617	124.47	
Handbook 2, Cataloging for small libraries.....	602	105.04	
Handbook 3, Management of traveling libraries.....	42	6.13	
Handbook 4, Aids in book selection (out of print)			
Handbook 5, Binding for small libraries.....	279	39.40	
Handbook 6, Mending and repair of books.....	395	61.02	
Handbook 7, Government documents in small libraries.....	528	72.35	
Handbook 8, How to choose editions.....	1561	97.39	505.80
Tract 2, How to start a library.....	38	1.90	
Tract 3, Traveling libraries (out of print)			
Tract 5, Notes from the art section of a library.....	359	17.93	
Tract 8, A village library.....	89	4.42	
Tract 9, Library school training.....	87	4.32	
Tract 10, Why do we need a public library.....	245	10.71	39.23
Foreign Lists, French .....	54	13.32	
Foreign Lists, French fiction .....	38	1.90	
Foreign Lists, German .....	45	22.00	
Foreign Lists, Hungarian .....	17	2.48	
Foreign Lists, Norwegian and Danish.....	29	7.11	
Foreign Lists, Swedish .....	35	8.61	55.42
Reprints, Arbor day list.....	24	1.20	
Reprints, Bird books .....	10	.99	
Reprints, Bostwick, Public library and public school.....	20	1.00	
Reprints, Cataloging in legislative reference work.....	54	2.89	
Reprints, Christmas Bulletin .....	14	.70	
Reprints, Efficiency of L. Staff and scientific management...	127	1.80	
Reprints, National library problem of today.....	13	.65	
Reprints, Rational library work with children.....	73	3.60	
Reprints, Relation of P. L. to municipality.....	1183	25.90	
Reprints, Traveling libraries as a first step.....	26	1.30	40.03
Periodical cards, Subscriptions .....		1,868.63	
Periodical cards, Old South Leaflets.....v. 14		6.30	
Periodical cards, Reed's Modern Eloquence.....sets 5		12.50	1,887.43
League Publications:			
Aids in library work with foreigners.....	630	44.73	
Directions for librarian of a small library.....	712	22.05	
Graded list of stories for reading aloud.....	87	8.42	
Library and social movement.....	172	6.59	
Buying list of books for small library.....	385	28.47	110.26
A. L. A. Manual of library economy:			
Chap. I. American library history.....	228	16.16	
Chap. II. Library of Congress.....	162	12.59	
Chap. IV. College and university library.....	178	14.19	
Chap. V. Proprietary and subscription libraries.....	264	23.62	
Chap. IX. Library legislation .....	198	15.86	
Chap. X. The library building.....	381	31.02	
Chap. XII. Administration of a public library.....	202	16.34	
Chap. XIII. Training for librarianship.....	246	23.85	

## KAATERSKILL CONFERENCE

Chap. XV. Branch libraries .....	\$225	\$15.82	
Chap. XVII. Order and accession department.....	346	27.84	
Chap. XX. Shelf department .....	285	21.70	
Chap. XXII. Reference department .....	229	19.23	
Chap. XXVI. Bookbinding .....	342	27.36	\$265.58
A. L. A. Catalog, 1904-11.....	3471	4,107.25	
A. L. A. Index to general literature.....	25	143.40	
Catalog rules .....	547	298.32	
Girls and women and their clubs.....	34	2.65	
Guide to reference books.....	565	774.83	
Guide to reference books, Supplement.....	528	124.63	
Hints to small libraries.....	130	84.95	
Index to library reports (advance orders).....	41	38.70	
Library buildings .....	172	16.57	
List of editions selected for economy in bookbuying.....	94	22.43	
List of economical editions, (2nd edition).....	164	38.41	
List of music and books about music.....	50	12.24	
List of subject headings, (3rd edition).....	819	1,902.55	
List of 550 children's books.....	199	29.44	
Literature of American history.....	25	135.00	
Literature of American history, Supplements.....	71	39.69	
Periodicals for the small library.....	98	9.40	
Plans for small library buildings.....	97	116.72	
Reading for the young.....	11	8.11	
Reading for the young, Supplement.....	15	3.71	
Subject Index to A. L. A. Booklist.....	162	23.01	
Subject Index to A. L. A. Booklist, Supplement.....	224	12.40	
A. L. A. Bulletin .....	271	84.00	
Library statistics—Bulletin reprint .....	25	1.18	8,029.59
Total sale of publications.....			\$13,424.19

## REPORT OF THE TRUSTEES OF THE CARNEGIE AND ENDOWMENT FUNDS

To the President and Members of the  
American Library Association:

The Trustees of the Endowment Fund of the American Library Association beg leave to submit the following statement of the accounts of their trust—the Carnegie and General Funds—for the fiscal year ending January 15, 1913.

There has been no change in the investments, and all interest has been promptly paid. The Trustees are pleased to call attention to the credit to the General Endowment Fund of nine life memberships, and would recommend that more of such memberships be taken as they are about the only source of addition to that Fund.

On January 31, 1913, the usual audit of the investments and accounts of the trust was made by Mr. E. H. Anderson, of the New York public library at the request of the chairman of the Finance committee of the Association. As evidence of the audit, Mr. Anderson furnished the Trustees with the following copy of his report made to the Finance committee:

Feb. 1, 1913.

My dear Mr. Andrews:

Yesterday, January 31st, I went to the vaults of the Union Trust Company at Fifth avenue and Thirty-eighth street, this city, and with Mr. Appleton and Mr. Kimball, trustees of the endowment fund of the American Library Association, checked up the bonds now in their custody. I enclose herewith their typewritten state-

ment concerning the funds in their hands, and I certify to the correctness of the figures as to the bonds on hand. These I have checked in black ink after a personal count of them at the vaults aforesaid. At their par value they amount to \$102,500 for the Carnegie Fund, and \$7,000 for the general endowment fund.

I have not examined the bank book of the trustees nor the vouchers for the amounts transmitted to Mr. Roden, the treasurer. Mr. Roden's records should verify the amounts transmitted to the treasurer. If you think it worth while I can examine the bank book of the trustees, but personally I do not think it necessary. If you feel that it should be done, however, return the enclosed typewritten statement for comparison with the bank book. Mr. Roden will also be able to check the receipts for life members. I think Mr. Appleton said that two more had been received since January 15th.

I hereby certify that to the best of my knowledge and belief all of the accounts on the typewritten sheets enclosed herewith are correct.

Very sincerely yours,

(Signed) E. H. ANDERSON.

Respectfully submitted,

W. W. APPLETON,

W. C. KIMBALL,

W. T. PORTER,

Trustees Endowment Fund A. L. A.  
May 1, 1913.

## CARNEGIE FUND, PRINCIPAL ACCOUNT

Cash donated by Mr. Andrew Carnegie.....	\$100,000.00
Invested as follows:	
June 1, 1908 5,000 4% Amer. Tel. & Tel. Bonds.....	96½ \$ 4,825.00
June 1, 1908 10,000 4% Amer. Tel. & Tel. Bonds.....	94% 9,437.50
June 1, 1908 15,000 4% Cleveland Terminal .....	100 15,000.00
June 1, 1908 10,000 4% Seaboard Air Line .....	95½ 9,550.00
June 1, 1908 15,000 5% Western Un. Tel. ....	108½ 15,000.00
June 1, 1908 15,000 3½% N. Y. Cen. (Lake Shore Col.)....	90 13,500.00
June 1, 1908 15,000 5% Mo. Pacific .....	104% 15,000.00
May 3, 1909 15,000 5% U. S. Steel.....	104 15,000.00
Aug. 6, 1909 1,500 U. S. Steel .....	106½ 1,500.00
July 27, 1910 1,000 U. S. Steel .....	102½ 1,000.00
	<hr/>
102,500	99,812.50
Jan. 15, 1913 Union Trust Co. on deposit.....	187.50
	<hr/>
	\$100,000.00

In addition to the above we have on hand at the Union Trust Company \$150 profit on the sale of the Missouri Pacific Bonds, which we have carried to a special surplus account.

## CARNEGIE FUND, INCOME ACCOUNT

1912		
January 15, Balance.....	\$1,524.33	
February 6, Int. N. Y. Central.....	262.50	
May 1, Int. U. S. Steel.....	437.50	
May 10, Int. Cleveland Terminal.....	300.00	
May 31, Int. Mo. Pacific.....	375.00	
May 31, Int. Seaboard Air Line.....	200.00	
July 2, Int. Amer. Tel. & Tel.....	300.00	
July 2, Int. Western Un. Tel.....	375.00	
August 8, Int. N. Y. Central.....	262.50	
September 3, Int. Seaboard Air Line.....	200.00	
September 3, Int. Mo. Pacific.....	375.00	
November 1, Int. U. S. Steel.....	437.50	
November 1, Int. Cleveland Terminal.....	300.00	
December 31, Int. Union Trust.....	39.90	
1913		
January 2, Int. Western Un. Tel.....	375.00	
January 15, 1913 Cash on hand.....	934.90	\$6,064.23
	<hr/>	<hr/>
Disbursements:		
1912		
January 24, Carl B. Roden, Treas. ....	\$1,524.33	
June 4, Carl B. Roden, Treas. ....	1,575.00	
September 18, Carl B. Roden, Treas. ....	500.00	
October 28, Rent Safe Deposit Co. ....	30.00	
November 18, Carl B. Roden, Treas. ....	1,500.00	
January 15, 1913, Cash on hand.....	934.90	\$6,064.23
	<hr/>	<hr/>

## ENDOWMENT FUND, PRINCIPAL ACCOUNT

1912	
January 15, On hand, Bonds and Cash.....	\$7,286.84
February 28, Life membership, C. N. Baxter.....	25.00
March 28, Life membership, L. A. McNeill.....	25.00
March 28, Life membership, A. B. Smith.....	25.00
May 4, Life membership, H. L. Leupp.....	25.00
May 28, Life membership, W. M. Smith.....	25.00
May 28, Life membership, L. E. Taylor.....	25.00
July 2, Life membership, E. P. Schier.....	25.00
September 18, Life membership, M. R. Cochran.....	25.00
November 1, Life membership, S. C. Fairchild.....	25.00
	<hr/>
	\$7,511.84

## Invested as follows:

1908

June 1, 2 U. S. Steel Bonds.....	98½	\$1,970.00	
October 19, 2 U. S. Steel Bonds.....	102½	2,000.00	
November 5, 1 ½ U. S. Steel Bonds.....	101	1,500.00	

1910

July 27, 1½ U. S. Steel Bonds.....	102½	1,500.00	
January 15, 1913 Cash on hand, Union Trust Co.....		541.84	\$7,511.84

## ENDOWMENT FUND, INCOME ACCOUNT

1912

January 15, Cash on hand.....	\$175.00	
May 1, Int. U. S. Steel.....	175.00	
November 1, Int. U. S. Steel.....	175.00	\$525.00

## Disbursements:

1912

January 24, Carl B. Roden, Treas.....	\$175.00	
June 4, Carl B. Roden, Treas.....	175.00	
January 15, 1913 Cash on hand.....	175.00	\$525.00

## BOOKBINDING COMMITTEE

In last year's report it was stated that a special collection, showing the kind of work done by library binders, had been started by this committee. During the past year this collection has been materially increased by samples submitted by different binders; it now includes work from 34 binders covering the entire country from the Atlantic ocean to the Pacific. The collection was formed so that when librarians write to ask about the work of specific binders, the work itself can be examined and intelligent answers given.

Notices of the collection were printed in the various library periodicals and a certain number of requests for information have been received; a smaller number than the committee hoped for, but sufficient to warrant keeping the collection up-to-date.

In view of certain criticisms of this collection, it may be well to state that it is not the purpose to print criticisms of the work of different binders, or to grade them in any way. When asked for information the committee will not compare the work of one binder with another, neither will librarians be advised to desert

one binder and employ another. All that will be done will be to send suggestions as to ways in which the work of the binder in question can be improved. In order to do this the work of the binder must be available for examination. The committee fails to see how any binder can take offense at this method, or claim that other binders are being officially recognized by the A. L. A.

The announcement of the publishers of the Encyclopaedia Britannica that they were about to issue a Yearbook which would be printed only on India paper called forth a protest from this committee against the use of thin paper—a protest which had no effect whatever until letters protesting against its use had been sent to the publishers by 50 librarians of the larger libraries. Even then the sole concession that the publishers made was to agree to bind 750 copies on ordinary paper, provided that we could guarantee a sale of that number. For this reason the committee asks that those who wish to purchase a thick paper edition of the Yearbook register their orders with the committee. If the total number by July 1st amounts to 750 copies, the publishers will be notified to that effect. Many librarians have refused to buy the India paper edi-

tion, and it is evident that if all librarians would refuse to get it, the publishers would realize that the demands of librarians in this respect should be heeded.

There have been comparatively few reference books published or announced during the year which the committee felt would need to be bound especially for library use. It was thought advisable, however, to submit our specifications for binding the new editions of the Standard Dictionary and Appleton's Cyclopaedia of American Biography. The publishers of the Standard Dictionary adopted practically all of the specifications and the publishers of the Cyclopaedia of American Biography now have them under consideration.

In this connection it is worthy of notice that the publishers of reference books are not only giving studied attention to binding processes, but they also realize more fully than they did a few years ago the necessity of using leather which is free-from-acid. Until within the last two or three years it has been difficult to get leathers tanned according to the specifications of the Society of Arts. Recently, however, several firms in this country have begun to specialize in leathers free-from-acid; and in addition to this, the Government Printing Office insists on having a certain amount of such leather and calls for it in its proposals for bids. These are encouraging signs that in the future we may hope to get leather which will not disintegrate so rapidly as that which we have been obliged to use for many years past.

With assured standards of book cloths and leathers, which manufacturers, publishers, binders and librarians each year are recognizing more and more as vital to the proper construction of a serviceable book, there remains only paper to be carefully standardized. Some efforts are being made by private companies and by the government to discover which papers are best for certain uses, but at present the li-

brarian at least knows little of the subject and is practically at the mercy of the publisher.

ARTHUR L. BAILEY,  
ROSE G. MURRAY,  
J. RITCHIE PATTERSON.

#### COMMITTEE ON BOOKBUYING

At the Ottawa meeting of the American Library Association this committee reported simply progress, without giving details of its work during the past year, but it had submitted the following report to the Executive Board, which we now submit to the Association at large, and follow it up with a further report of the action of your committee during the past year.

To the Executive Board of the American Library Association.

The A. L. A. Committee on bookbuying met with a committee from the American Booksellers' Association in Cleveland on May 13, 1912 for the purpose of discussing book prices and discounts to libraries. As it was found impossible to come to any satisfactory understanding before the annual meeting of the associations, it was decided to make only a report of progress. It was, however, further agreed that a more detailed report should be made to the Executive Boards of the associations to ascertain if the Executive Boards deemed it wise that the discussion should be continued.

The Booksellers' Association at its annual convention held in New York in May has accepted the report of progress, and has reappointed its committee.

During the year 1910-11 your committee had much correspondence with the officers of the American Booksellers' Association, with the librarians and with the booksellers throughout the country on questions of the upward tendency of book prices and the efforts which were being made to decrease the discounts to libraries.

At a meeting of the American Booksellers' Association held in May, 1911, a



committee on "Relations with libraries" was appointed to take up the matter with the committee of the A. L. A. Shortly after this committee was appointed, your committee asked that a time be set for a meeting. As the chairman of the Booksellers' committee was abroad, the matter was postponed until September. In September the A. L. A. committee was asked to prepare a statement and submit it to the committee of the American Booksellers' Association, to which they agreed to make a reply, the two papers to form the basis for a discussion at a meeting to be held as soon as the Booksellers' reply had been prepared. We submitted the statement requested in October, 1911. Although repeated requests for a reply were made, we did not succeed in getting a copy until March, 1912, and notwithstanding repeated requests for a meeting to discuss the matter, none was held until May 13, 1912, on the eve of the annual conference of the American Booksellers' Association.

We attach a copy of the statement made by your committee and the reply by the committee of the American Booksellers' Association. The attitude of the members of the committee of the Booksellers' Association at the meeting referred to did not differ from that taken in the reply excepting that they were willing to modify the expressions in the reply to a considerable degree. It urged that special attention should be given to the tables of business loss and profit, which had been prepared in the book store of Brentano's. In connection with these figures the net books should be most considered so far as the new books are concerned. At the present rate of increase of books so issued it will be but a short time before all books are so published.

Your committee was asked to admit that it was morally wrong to demand that the booksellers should do business at any such profits, or loss, shown by these figures. Your committee did not feel that it was justified in taking that position, nor

would it be even if it were more certain of the accuracy and fairness of the figures.

Without doubt there is much that is wrongfully asked or required of the booksellers by some of the library people, which must of necessity add materially to the cost of doing business, but this, we believe, should be paid for by those asking the special favors, and should not be covered by a regular charge upon all library business. There was much to be said in favor of the booksellers' increase of prices if it needs to cover such expenses.

On the other hand, it is thought that the bookseller is not justified in all of the increases which have been made in the prices of books to libraries; as, for example, the discounts now allowed to libraries from prices of the net fiction and net juveniles.

It is believed that, with the right spirit of coöperation, there are certain changes that might be made which would help the bookseller, as well as the librarian. If what we understand to be the present attitude of the booksellers remains unchanged, if they are unable to give as well as to take, your committee feels as though the discussion might as well come to an end. We believe that there exists considerable difference of opinion among booksellers as to the justice of the terms now being offered to libraries as large buyers of books.

It will be a matter of great regret if there cannot be established most cordial relations between the libraries and the Booksellers' Association. At the same time, we do not think that the A. L. A. should establish such relations upon terms made wholly for the benefit of the booksellers.

We think that the Executive Board should know the present condition of the negotiations, so that it might, if it sees fit, instruct its future committee.

(Signed)

WALTER L. BROWN,  
CARL B. RODEN,  
CHARLES H. BROWN.  
Committee on Bookbuying.

**Statement Made by the Committee on  
Bookbuying of the American Library  
Association to the Committee on  
Relations with Libraries of  
the American Booksellers' Association.**

October, 1911.

To the Committee on Relations with Libraries, American Booksellers' Association.

Gentlemen:

We send you herewith a brief statement of the position of the Book Buying Committee of the American Library Association in relation to the subject which we hope to discuss with you.

The relations between libraries and the book trade should be placed upon a business basis, and the discussion of them upon any other ground is not asked for by the libraries.

There is no question as to the desirability and the necessity of improving the conditions of the book trade, and we are in sympathy with the apparently successful efforts now being made toward that end.

The libraries ask that at this time of reorganization and radical changes a careful and just consideration should be given to their claims as large buyers of a special character. This has always been recognized in the past, and is the reason for the special discounts allowed them by the booksellers.

The library trade as a factor in the book business is of increasing importance. While it may not be considered as "Wholesale business" if, as it is claimed, that term implies the purchase in quantities of single titles and involves a business risk in such purchases, yet it differs so much more from the character of the retail trade that in the new adjustment of discounts there would seem to be little justice in charging against it the expenses of retail trade.

We believe that the amount of library trade, and its peculiar character warrant

your association in having appointed a committee to consider its claims.

In dealing with libraries many of the largest items of the expense involved in the conduct of the retail business are wholly unnecessary. It can be conducted as well by dealers on back streets or in lofts as it can be by those who have the most luxurious and expensive stores to attract the retail trade, it does not call for the advertising of their wares by the dealers; all skill of salesmanship is eliminated, and no accounts have to be charged off because of failure.

It is claimed that there are other expenses as great, perhaps, as those mentioned, which are peculiar to the library trade, but in reality are not called for in the business of many libraries, and while, perhaps, they are customary, they are really necessary in but few cases, if any. These expenses would seem to be rather the result of bookselling methods than because of any peculiar demands of the business. These "bad features," as they were called in your recent convention, were pointed out as being

- (a) Very slow pay,
- (b) Its approval feature,
- (c) The practice of asking for competitive bids with the lack of ability to judge squarely of such bids.

We cannot see that any of these features are of vital importance to the library. To many libraries, as we have said, they do not apply at all, and probably others would be better off if they were not allowed by the trade.

The "approval feature" which was made much of by one of your officers, is, we believe, quite as much the fault of the dealers who wish to urge the sale of their stock as it is the fault of libraries who wish to examine the books before purchasing. Many books are sent out to libraries on approval which have already been passed upon, or are entirely outside the range of their purchase, and involve an expense of time to the library, which is forced upon it by the bookseller.

We agree that no library should ask for competitive bids on itemized lists, for the gain to the libraries who do this is much smaller than the expense involved. It is probable that such lists would show a lack of bibliographical detail and would require much time in wasted effort on the part of the bookseller. Library authorities purchasing books in this manner might, perhaps, be expected to show a "lack of ability to judge squarely of such bids." We believe that the bibliographical work of the bookseller in searching for the best (or more often the cheapest) edition to quote on such a list is the most expensive work the bookseller would have in this trade. Such work is wholly unnecessary, as the selected lists of recommended books published by the American Library Association, as well as those published by the state and local associations and the large libraries, are in the habit of stating the edition, the publisher's name and the price. It is safe to say that all libraries are supplied with such bibliographical aid to the extent of their needs and purchases.

This question, however, has little to do with the trade of the libraries conducted according to modern methods. The best libraries do not send out for competitive bids on itemized orders, and they do place the necessary bibliographical detail on their orders, and we might add that their officers are fully capable of judging squarely the editions supplied and the price quoted.

We should like to see the book trade classify the library business as peculiar to itself. Taking the best library trade as a standard, it might suggest some requirements which should be asked for in return for obtaining the library discount. If the business is free from these faults with which it is more or less justly charged, it should be profitable to the bookseller.

We believe that libraries have a right to protest against the increasing charges made to them for the passing of the books

of the publishers through the hands of the booksellers, and that some concessions should be made in the discounts now granted. We believe that there is ample room for increasing the booksellers' profits by the reformation of its methods, or perhaps we should say the library methods, which are now accepted by them. The general increase and the tendency toward further increases in the charges for the handling of books for libraries by the rules of your association we believe to be unjust, and that we are fully justified in asking that a careful consideration be given to this question with a view toward making more liberal discounts to this trade.

We do not believe that the last move of your association in making the same discount on net fiction as upon other net books is warranted, for we think it would be only fair to grant the libraries a proportion of the larger profit which the bookseller receives by reason of the extra discount allowed by the publishers on net fiction. If no other concession is made, we believe that a better price should be offered to libraries on their purchases of net fiction.

We should regret to have the booksellers take action which would give the libraries the impression that their trade was a burden to the booksellers; that the members of your association required a larger profit from them than what is amply satisfactory to the jobbing trade and many dealers.

It is to the interests of the library to foster friendly relations with the local booksellers. We believe that together they can be of more service than when working against each other; it is good for the community; we believe that it is also to the interests of the booksellers to keep the library trade, not only because of sentimental reasons, but because it pays. Not only are the library accounts practically guaranteed and the requirements of display, advertising and salesmanship minimized, as we have already stated, but the

library is often the only buyer of many books which are received by the booksellers. No other one customer keeps the stock moving to such an extent as the library. None other wears out books and calls for so many duplications after the period of popular demand, taking from the bookseller's shelves books which he need not re-stock. Much of this kind of trade prevents actual loss which the bookseller would have without the library customer.

We are not at all convinced that the booksellers are losers in the library trade, nor do we wish to be placed in the position of receiving special favors. The libraries like to feel that the booksellers are giving them fair prices so they will not be constantly shown by out-of-town dealers how much cheaper they might have bought their new books by waiting a brief time after publication.

Wide margins of profit always lead to the cutting of prices unless the trade is absolutely controlled, which is not the condition in the book trade at this time.

We wish to be in a position to urge all libraries to buy of the regular dealers in their localities, and trust that your committee may be able to see some way of recommending further concessions to the library trade.

#### **Answer to the Foregoing Statement**

Answer to the library Committee on Relation with Booksellers, as proposed by Charles E. Butler, Brentano's, New York.

1. We agree that the relations between librarians and booksellers should be on a business basis, and that there is no question as to the desirability of improving the condition of the book trade.

2. We are in hearty sympathy with the desire of the libraries, that a careful and just consideration should be given to their claims for better discount as large buyers collectively of a special character.

3. It is the most earnest desire of the book trade to be absolutely fair and just toward the libraries. We fully and most

sincerely believe that the libraries would not for a moment desire or expect that their purchases should be made at the sacrifice of a trade, whose very existence depends on what reasonable profit can be made by them in their business transactions.

4. The libraries believe that the booksellers can make better discounts than they do now, if they carry on their business along the lines indicated by them, while the booksellers claim that the present condition of buying and selling prohibits them from making a profit, but is actually productive of loss, and that the method proposed by the libraries is not possible.

5. The booksellers are of necessity the agent of the publisher. If his business is not self-sustaining, he must fail. The reduction of real booksellers, by a most liberal construction of what constitutes a bookseller, from about 3,000 when our population was 40 millions to about 2,000 with our population at 90 millions, is evidence of the truth of this assertion. The booksellers are entitled to sell to everyone who buys books, libraries or others.

6. The libraries are not booksellers, therefore they are not entitled to booksellers' discounts, which they are now getting from certain sources. Thus, booksellers are deprived of the library business.

7. The bookseller is an important factor in any community in which he is placed. He is taxed by city and state. His educational influence cannot be estimated. His capital, his brains and physical effort are all invested in making his business a success. To do so, he needs reasonable profits, and it is business folly to do any part of his business that results in a loss.

8. A great majority of the libraries are created and supported by direct taxation, by charitable contribution, endowment, legacies and the like. It is true, the libraries have to be conducted in a careful, businesslike way simply keeping within

their means. Doing this, they are free from the booksellers' anxieties and difficulties as a merchant.

9. The unique position enjoyed by libraries in the community as to their capital and freedom from commercial risk, and exemption from taxation and rent, has raised the question: "Why should they receive discounts on books?" Do they, as libraries, get special discounts on their building, their shelving, light, heat, electricity and supplies, etc., etc.?

10. The libraries state that in booksellers dealing with libraries many of the largest items of the expense involved in the conduct of the retail business are wholly unnecessary.

"It can be conducted as well by dealers on back streets or in lofts as it can be done by those who have the most luxurious stores to attract the retail trade; it does not call for the advertising of their wares by the dealer; all skill of salesmanship is eliminated and no accounts have to be charged off because of failure."

11. The bookseller establishes himself in every community, in such locations as will attract trade—generally the best—limited only by his capacity to pay rent and expenses. This is vital to his success. A bookseller locating himself on a back street for the purpose of doing business to enable him to give the library a large portion of his small earnings would speedily end his career. He could not get enough library business to exist on and his chances of doing a general retail business, on a back street, would be very small indeed. He would become solely a 25 per cent or 30 per cent buyer, 10 per cent which he gives to the libraries, with a possible 28, 25 or 20 per cent expense account. We do not believe that the libraries would knowingly ask anyone to do business under such circumstances for their benefit. Will the libraries figure this out?

12. Presuming, for the sake of argument, a bookseller does locate himself on a back street for the purpose of doing library business: He must be a bookseller

to get a wholesale rate. A mere agent not carrying stock, but simply buying on orders, would not be supported or supplied by the publishers, as he does not carry stock or assume the risk of the business.

13. He would therefore have to carry a reasonable amount of stock to be considered a bookseller. The libraries may not know that the discount given the bookseller is qualified by the quantity purchased of each item. Thus, the average trade discount now prevailing on net books and net fiction is 30 per cent in small quantities. If he purchases 10 to 25 copies of a title, he gets an extra 5 per cent. If he purchases 50 to 250 of a title (according to the publisher and the book offered) he gets an extra 10 per cent. The libraries familiar with this discount, and being misguided as to the results, argue that a better discount than they now get should be given them by the bookseller. We have not included here the great number of books published at such discounts as 25 per cent, 20 per cent, 15 per cent, and even 10 per cent, to which must be added transportation and other charges. More of such books are bought by libraries than by the retail buyer, such as educational books, scientific books, medical books, law books, subscription books, etc.

14. Now this is what really happens to the man on the back street, as well as to the bookseller on the principal thoroughfare. It is safe to say that out of the purchase of 100 new books of any one house, say for a period of a year, about 90 per cent would have to be bought in small quantities at a discount of 30 per cent, about 5 per cent at the extra 5 per cent discounts, and 5 per cent at the extra 10 per cent discounts. Thus, buying 90 per cent of his stock at 30 per cent and selling to libraries at a discount of 10 per cent leaves 20 per cent to do business, with an average expense cost to the bookseller of 28 per cent on every dollar of sale. The 10 per cent at better rate would improve matters very little, as can readily be seen.

It does not seem as if the bookseller could make better discount than he does to the libraries and it really is a question whether he is justified in giving as much as he does now, if able to give any at all, except at a loss to him.

15. The theory has been advanced by the libraries that all their business should be considered by booksellers as an independent element in the business and not chargeable with the 28 per cent cost per dollar of sale, but that the library business should be charged with a much less ratio of expense, thus enabling the bookseller to gratify the desire of the libraries for a further discount. They base this proposition on the following claims:

1. It does not call for the advertising of their wares by the dealer.

2. All skill of salesmanship is eliminated.

3. No accounts have to be charged off because of failure.

The facts are that the smaller libraries, and to some extent the larger libraries, are constantly supplied by publisher and bookseller with circular matter regarding new and forthcoming publications, letters and personal visits as to special publications, as well as sending the new books, as issued, on approval, at considerable cost and trouble, and some loss of sale, because books are not available for display to possible buyers who visit the dealer's place of business. The proper handling of library orders to any reasonable extent requires skilled clerks with good knowledge of books, the use of catalogs and the ability to work out titles correctly that are incorrectly given, and which is so often done. It is true that no accounts have to be charged off, but library accounts require much care and trouble in making duplicate and triplicate vouchers, many have to be sworn to before notaries, in some cases depositing money as security that goods will be supplied at prices quoted, and generally a long wait before the bills are paid, and many minor troubles annoying to both libraries and dealers.

16. As a business proposition, the making of a library department a separate one from the business, and determining its exact cost of maintenance, and basing the library discount thereon is not feasible, for the reason that the bulk of its operations are so interwoven with the business, requiring the assistance of the entire force at many stages that it would be impossible to pick out and determine what each operation costs. Again, the profits and loss of a business can only be finally determined at the end of the fiscal year, when the stock is taken, and the books closed—a very anxious moment indeed for the bookseller. He then knows, to his joy or sorrow, how much it has cost him to make one dollar of sale, and what profit or loss he has made on each dollar of sale, on every class of merchandise he has sold, the library trade included. This percentage of sale is his guide for the following year, and as a good business man, he must eliminate every class of merchandise he sells that does not produce some profit. No business can work successfully otherwise.

17. The following table will show the various ramifications of a special library department in the business, if carried out as proposed. What suggestions would the libraries make in a case like this?

#### Work of the library clerk.

Clerks.	price.
Writing to libraries for trade.	Looking up same and selecting editions and pricing.
Sending circulars and book information to libraries.	Writing to publishers about special books to be priced.
Certain reference catalogs.	Correcting librarian's errors.
Receiving order for estimate and	

#### Store Assistance.

Correspondence in general.	Assistance of other clerks.
Typewriters, machine, paper, etc.	Order department and laying out order and getting shorts.
Advertising for out-of-print books and general advertising.	Receiving department.

Bookkeeping department.	Heat.
Packing and shipping department.	Light.
Catalog—reference.	Care and keep of store.
Freight and express on goods bought.	Salaries and wages.
Returns and credits.	Interest.
Postage.	Store supplies.
Loss on bad accounts.	Insurance and taxes.
Theft.	Auditing.
Depreciation of stock.	Cost of books on approval—going and coming.
Rent.	Good will and reputation.

#### 18. The libraries state that

They have a right to protest against the increasing charges made to them for passing of the books of the publishers through the hands of the booksellers, and that some concession should be made in the discounts now granted.

19. In this, the libraries should consider they are not a trade organization, who, like the booksellers, depend on their trade for a living. Publisher and bookseller are one in interest—producer and distributor, and it is economically proper that the publisher's product should pass through the hands of the bookseller, and to whom?—to their clientele, the public. What relation does the library have to the bookseller, other than as a buyer, the same as the rest of the community? It is claimed that libraries are large buyers collectively, but the general public are larger buyers collectively, by many millions of dollars. If the library theory holds good, would not the same theory hold good if the citizens of each community were to combine in their purchasing and demand discounts accordingly? Would this not result in the booksellers' sudden and complete annihilation, instead of a gradual one, as it has been?

20. As to the "increasing charges," there is no more increase to the libraries than to the general public. What brought about these "increasing charges?" The necessity of self-preservation of both publisher and bookseller. Till the beginning of the net system and for some years thereafter books were published at the tra-

ditional prices of more than fifty years ago (and later a period of ruinous competition to the bookseller) the discounts to the trade remaining about the same, and this in spite of the fact that the cost of everything pertaining to book-making and its selling had greatly increased, and had not advanced in price, while almost every other article of merchandise, labor, material and the necessities of life, has greatly increased in cost, and increased in selling price.

#### 21. The libraries state:

We should regret to have the booksellers take action which would give the libraries the impression that their trade was a burden to the bookseller, that your members required a larger profit from them than what is amply satisfactory to the jobbing trade and many dealers.

22. The booksellers do not feel that the libraries are a burden to them. They are anxious to have trading relations with them, but on a mutually satisfactory basis. The library does not need profit for its existence, supported as it is, but the bookseller needs it for his very existence. Were the libraries aware of the actual facts of the case, they would undoubtedly learn to their surprise that the trade done by "the jobbing trade and many dealers" was anything but satisfactory, and were their dealings with the libraries closely analyzed they would find they had made small profit, if not loss, on the total of the books sold to them. The dealers have only shown existing conditions, and have asked for relief.

23. The libraries are not sole buyers of net books. A very large proportion of their purchases are of non-net books, which are sold to them at little or no margin of profit, and at the same discount as the booksellers get. This is ruinous competition.

24. Why then do the trade desire library business under existing conditions? They do not seek this business for its profit-making on general publications, regular and net, for that is almost nil, but for

such stock as can be bought at much better discount than the regular trade rates, such as jobs and the like, that they can sell the libraries, and also for the real value of the libraries to the bookseller that their orders often enable him to dispose of certain stock—even at cost—which might take a long time to dispose of. Finally, there is a certain amount of pride—surprising as it may seem—that the bookseller has. He wants to sell the library in his own community, he wants to do all the business of his community, and he feels it keenly that his library is the only one with whom he cannot do business, except at a very small profit or loss; and which trade goes to some other town or state.

25. We trust we have made clear to the libraries the exact business situation as it relates to the bookseller, jobber, and the like. To some extent, what is stated here is no new story. The general assertion has been made by the bookseller that the library business is unprofitable, while the libraries state they believe otherwise is or should be the case, and suggest their ideas as to a remedy.

26. It can be proved, we think, to the entire satisfaction of the libraries, that in spite of the net system and corresponding maintenance of price, the bookseller, jobber and the like, will be happy indeed if he can show the smallest margin of net profit as a result of a year's work in selling regular and net books to the libraries and the public as well.

27. The booksellers, jobbers and the like desire the library business. They believe that it rightly belongs to them in their own locality, and to no one else, be they large or small.

28. They believe the discount given to libraries by booksellers, jobbers and the like, should be uniform the country over, and leave a small margin of profit to the seller.

29. They believe that competitive bidding by the libraries has been detrimental

to booksellers, jobbers and the like, as well as to the libraries in many ways, direct and indirect.

30. They believe that the libraries desire to be fair in this matter and not ask for unreasonable terms, and that a knowledge of the real facts of the case of the condition of the booksellers, jobbers and the like, will convince them that the booksellers, jobbers and others are doing all, if not more than they can, in giving the libraries a discount of 33 1-3 per cent on regular books, and 10 per cent on net books, as at present.

31. Booksellers, jobbers and the like fully believe that they can be of great assistance to the libraries and the libraries to them, and it is their earnest hope that close and harmonious relations may be brought about, and that they will do all in their power towards it. The booksellers most heartily endorse the great and good work the libraries perform to the community, and from a selfish point of view, the bookseller freely admits the great assistance derived by them from the influence of the libraries in creating a desire for reading and the possession of books, and the general educating and elevating of the community, and the bookseller also feels that his presence in any community is likewise educating and elevating and that his interests should be reasonably conserved.

32. The booksellers complain that when libraries become publishers, as many of them do, they make their prices net but give the trade little or no discount therefrom. Such books sold by the bookseller, cost him considerable in addition to the published price.

33. They cordially invite the librarians to go into any facts and figures they may desire to be informed about, as to the cost of booksellers doing business and as to the conditions affecting the relationship of both, with a view that all difficulties may be removed, to our mutual satisfaction.



34. We are pleased to learn that the libraries believe—

1. The approval feature can be dropped.
2. That no library should ask for competitive bids on itemized lists.
3. The bibliographical work is entirely unnecessary by the bookseller and can be dispensed with.

4. That the relations between libraries and the book trade should be placed upon a business basis.

5. That there is no question as to the desirability and the necessity of improving the condition of the book trade, and that they are in sympathy with the apparently successful efforts now being made toward that end.

#### BOOKSELLERS SELLING TO LIBRARIES AND THE RESULT, IN PROFIT AND LOSS TO THE BOOKSELLER.

The following tabulation is compiled, from actual purchases made from four prominent publishers, by a large bookseller, during a period of one year. These purchases included books in all classes of literature, fiction, biography, science, travel, etc., etc., which would fairly represent the book purchases of a number of libraries for the period of one year. These books were bought at varying discounts, viz.:—2/5, 2/5-5, 2/5-10, 1/4, 1/4-5, 1/4-10, 3/10, 3/10-5, 3/10-10, 1/3, 1/3-5, 1/3-10. Every advantage was taken where possible, to obtain by quantity buying, the extra 5 and 10 per cent, given by the publishers. The amount bought of these four publishers at published price was about \$37,035.87, which cost the bookseller about \$24,000.00, and included both regular, net and special books.

Let us assume that this bookseller sold these books from his stock to the libraries, at a discount from the published prices, on regular books, of 1/3 and a discount of 10% from the published prices of net books.

It is here shown, what the result of the operation would be to the bookseller, as to profit or loss. The cost point of doing business by booksellers the country over, has been fairly well determined to be on the same average, 28% per dollar of sale. This may fluctuate according to circumstances and location, between 30% and 25%. In order, however, to clearly and fully cover all possibilities in the matter, the expense per dollar of sale has been calculated at 28%, 20%, 15%, 10% and 5% per dollar of sale.

In all these calculations per dollar of sale, no allowance is made for depreciation of stock, fixtures, bad accounts, etc., etc.

It is hoped that a careful analysis of this table will help solve the library problem.

TABLE NO. 1.

	Published Price	Discount to Libraries	Sold to Libraries at	Cost to Booksellers	Cost per Dollar of Sale	Total Cost	Loss	Gain	Total Loss	Total Gain
Cost per Dollar of Sale 28%.										
Non Net	15,935.85	1/3	10,623.93	9,145.56	2,974.70	12,120.26	1,496.33			
Net	21,099.98	1/10	18,989.99	14,854.44	5,317.19	20,171.63	1,181.64		2,677.97	
Cost per Dollar of Sale 20%.										
Non Net	15,935.85	1/3	10,623.93	9,145.56	2,124.78	11,270.04	646.11		308.55	
Net	21,099.98	1/10	18,989.99	14,854.44	3,797.99	18,652.43		337.56		
Cost per Dollar of Sale 15%.										
Non Net	15,935.85	1/3	10,623.93	9,145.56	1,593.59	10,739.15	115.22			
Net	21,099.98	1/10	18,989.99	14,854.44	2,848.49	17,702.93		1,287.06		1,171.84
Cost per Dollar of Sale 10%.										
Non Net	15,935.85	1/3	10,623.93	9,145.56	1,062.39	10,207.95		415.98		
Net	21,099.98	1/10	18,989.99	14,854.44	1,898.99	16,753.43		2,236.56		2,652.54
Cost per Dollar of Sale 5%.										
Non Net	15,935.85	1/3	10,623.93	9,145.56	531.19	9,676.75		947.18		
Net	21,099.98	1/10	18,989.99	14,854.44	949.49	15,803.93		3,186.06		4,132.24

TABLE NO. 2.

The following tabulation is compiled on the same basis as Table No. 1, but showing the result to the bookseller, as to profit and loss, if the bookseller increased the discount to the libraries, on regular books, from 1/3 to 2/5, and on net books from 1/10 to 1/5.

	Published Price	Discount to Libraries	Sold to Libraries at	Cost to Booksellers	Cost per Dollar of Sale	Total Cost	Loss	Gain	Total Loss	Total Gain
Cost per Dollar of Sale 28%.										
Non Net	15,935.85	2/5	9,561.53	9,145.56	2,677.22	11,822.78	2,261.25			
Net	21,099.98	1/5	16,879.99	14,854.44	4,726.39	19,580.53	2,700.54		4,961.79	
Cost per Dollar of Sale 15%.										
Non Net	15,935.85	2/5	9,561.53	9,145.56	1,434.22	10,579.78	1,018.25			
Net	21,099.98	1/5	16,879.99	14,854.44	2,531.99	17,386.13	506.14		1,524.39	
Cost per Dollar of Sale 10%.										
Non Net	15,935.85	2/5	9,561.53	9,145.56	956.15	10,101.71	540.18			
Net	21,099.98	1/5	16,879.99	14,854.44	1,687.99	16,542.43		337.56	202.62	
Cost per Dollar of Sale 5%.										
Non Net	15,935.85	2/5	9,561.53	9,145.56	478.07	9,623.63	62.10			
Net	21,099.98	1/5	16,879.99	14,854.44	843.99	15,698.43		1,181.56		

June, 1913

**Report of the Bookbuying Committee of  
the American Library Association,  
1912-13**

In November, 1912, your committee was notified by the secretary that the executive board asked it to continue its negotiations with the committee on libraries of the American Booksellers' Convention.

A meeting with the latter committee was immediately arranged for, and such meeting was held in New York City on November 25th, which was attended by two representatives of the Booksellers' Association and by two members of the committee on Book Buying of the A. L. A. A discussion lasting over three hours, when all the details and conditions were gone over, resulted in a definite agreement, the ratification of which the committee of the American Booksellers' Association promised to recommend to that Association.

This agreement was in the nature of a small concession on the part of the Booksellers' Committee. While the concession was small, it was accepted as at least showing a disposition on the part of the Booksellers to cooperate with the libraries in the promotion of a better feeling between them. The Booksellers' Committee

agreed to allow the libraries a discount of 15% from the net price on new fiction, instead of 10%, which is now allowed. The 15% discount was to be given during the calendar year in which the novel was published, as given on the title page.

A few days after this agreement was made, the acting chairman of the American Booksellers' Association committee announced that he could not carry it out, because of his finding that the booksellers could not afford to do what he had promised to recommend, and at that time submitted figures which he thought proved his contention. These figures differed in no particular from those which were formerly submitted, and which are a part of this report, and which, we believe are on a false basis of an exaggerated cost of doing library business, and of misleading statements as to discounts allowed by the publishers to booksellers on new fiction.

At the annual meeting of the American Booksellers' Association, which was held in May of this year, a statement was made by its committee on Relations with libraries, but this statement does not form a part of the published report of the proceedings of the convention, and your committee has not been able to obtain a copy of the stenographer's notes. The acting

chairman of the Booksellers' Committee informs us that he made no report, but that he submitted and supplemented the foregoing statements of the committees, with quotations from the correspondence of the two committees. It, therefore, probably differed but little from the original statements made by the two committees.

We would, therefore, call your attention to the reasons given in the Booksellers' "Statement" for holding the uniform higher prices which the libraries are paying for books because of the short discounts allowed by the Booksellers' Association. As the position taken by the Booksellers' Association is not agreed to by all of the individual booksellers, such action may or may not be looked upon as a "restraint of trade."

The estimate of the cost of doing business by retail booksellers is 28%, and the contention is that no profit is made from any item which does not net them a sum greater than 28% above cost. This would mean that they wish to force the libraries into becoming retail customers because library business as a wholesale trade is regarded by the retail booksellers as too costly, and the Booksellers' Committee believes that it should not be welcomed by them. All booksellers do not take this view any more than they would wish to endorse that expressed in paragraph 8 of the "answer" of their committee, which reads as follows: "A great majority of the libraries are created and supported by direct taxation, by charitable contributions, endowments, legacies and the like. It is true that libraries have to be conducted in a careful, businesslike way, simply keeping within their means. Doing this, they are free from the booksellers' anxieties and difficulties as a merchant."

Your committee believes that there is no question as to the desire of all libraries to encourage good feeling between the booksellers and themselves, nor is there any question as to the desirability of having a bookstore in every community.

We believe that the local booksellers

should be encouraged, but not at the expense of the taxpayers through the library.

The libraries, as wholesale buyers, should, we believe, be allowed greater discounts on the net books. As the retail booksellers seem not included to make any compromise, we believe that your committee on Book Buying might, in the immediate future, be of service to the libraries by calling their attention to the advantages of buying many replace books from booksellers who are desirous of obtaining and keeping the library business and to those who deal in remainders and second-hand books, both here and abroad.

Inasmuch as the Booksellers' Committee on Relations with libraries did not keep its verbal promise, and has reassumed its former position which allows no concession whatsoever, although asking and expecting co-operation from the libraries, we believe that there is nothing to be gained by further negotiations with the Booksellers' Association Committee on Relations with Libraries as it is now constituted.

Respectfully submitted,

WALTER L. BROWN,

CARL B. RODEN,

CHARLES H. BROWN,

Committee on Bookbuying.

#### REPORT OF THE COMMITTEE ON CO-OPERATION WITH THE NATIONAL EDUCATION ASSOCIATION

The committee of the American Library Association on co-operation with the National Education Association, while having no special accomplishment to present, still seems justified in reporting the year as being one decidedly of progress. Never before in the experience of the committee has there been a more friendly expression of a desire to co-operate on the part of the N. E. A. than has been the case this year.

President Fairchild sent an invitation unsolicited for a representative of the American Library Association to take a place on the general program of the meetings of the National Education Association

in Salt Lake City. The committee has not been able to find a proper representative to accept the invitation, owing to the great distance from library centers of the place of meeting.

There has been an increased amount of discussion by correspondence of the members of the committee as to the work that could be done more thoroughly to create a sympathetic attitude toward the work of the public library as an integral part of public education.

An increasing number of schools are turning to the libraries for help, and one association of college librarians has strongly emphasized the need of instruction in library methods for the students of high schools.

The committee has been active in its efforts to co-operate with the library department of the N. E. A., and has received a written expression of thanks for its work this year from the officers of the department.

M. E. AHERN,  
Chairman.

#### COMMITTEE ON FEDERAL AND STATE RELATIONS

The committee reports that its chief activity throughout the year, has been the endeavor to secure a cheaper postal rate upon books, in which effort it has been unsuccessful. Attempts were made to have books included in the parcel post bill of 1912, and also to have the rate on books made the same as the second class rate on magazines when sent by individuals. At the regular and extra sessions of Congress, the Chairman of the Committees of Congress on Post Offices and Post Roads, were interviewed, and the Postmaster-General was urged to give the favorable influence of his department toward the end desired. There seems to be no probability of an immediate alteration in the rate upon books, unless a complete revision of the parcel post section of the postal laws be made, and there is some question as to whether it is desirable for books to be included in the parcel post,

with the present zone system, inasmuch as under it, the postage upon books within certain zones would be actually greater than under the existing law. The activity of those desiring a one cent postage upon letters, also causes members of Congress to hesitate in making any reduction such as we desire.

When the new tariff bill was introduced in the House of Representatives, the Committee addressed a communication to the Committee on Ways and Means, so as to secure the retention of the privilege of free entry for books imported by public libraries. The Treasury Department on April 19 decided "that small importations through the mails for colleges or other institutions entitled to import books free of duty under Par. 519 of the Tariff Act will be passed without requiring an affidavit in each instance, provided such institutions will file with the Collector of Customs a copy of its charter or article of association showing it to be entitled to pass such importations free of duty." Libraries desiring to avail themselves of this privilege should forward this information promptly to the Collector of Customs at the port where they receive books.

BERNARD C. STEINER, Chairman.

#### COMMITTEE ON LIBRARY ADMINISTRATION

Part of your Committee's report is simply supplementary to that of last year, constituting with it a survey of methods used in certain libraries in carrying out two common operations—accessioning and the charging of issue. Last year the selected libraries were asked simply to describe these operations closely, being urged to leave out no detail, no matter how trivial and unimportant. It was thought that no set of questions, however minute, would provide for all such details, and that a questionnaire might result in many omissions and make the operations, as performed by the contributing libraries, appear to be more uniform than is really the case. The event proved, however, the necessity of some sort of a questionnaire,

and after a study of last year's results the following was prepared by Mr. George F. Bowerman, of this committee, and sent out by the chairman both to the libraries named in the last report and to certain others. Data have been received from the following institutions:

#### Public or Circulating Libraries

Butte, Montana	Los Angeles
Atlanta	New York
Pittsburgh	Pratt Institute
East Orange	St. Louis
Forbes Library	Salt Lake City
Jacksonville, Florida	Seattle
Lincoln Library,	Washington
Springfield	

#### College or University

Wesleyan University,	Harvard
Middletown, Conn.	Kansas
Westminster College,	Syracuse
Fulton, Mo.	Tulane

#### State Libraries

Indiana	New York
Iowa	Virginia

#### Special Library

John Crerar, Chicago

#### Society Libraries

Medical Society of the County of Kings  
New York Society  
New York Bar Association (accession only)

We give below the questions sent out with a summary of the various answers by numbers. The original blanks are on file at A. L. A. headquarters, showing answers in greater detail, together with the names of the answering libraries.

#### Summary of Reports on Accession Routine

[Harvard University library did not answer each question in detail, as it keeps no accession record in the usual sense. A record is kept each day of the number of volumes and pamphlets received by gift and by purchase, from which statistics are made up at the end of the year. A file of continuation cards for annual reports and

similar continued publications and a record of gifts from individuals are useful supplements to the daily record. Bills for books are filed alphabetically under dealer's name each year, and order slips, giving agent, date of order and date of receipt, are preserved.]

- (1) When do you accession, before or after cataloging? Before cataloging—14.

- (2) Are all books that are cataloged accessioned? Affirmative, 24 (exception, 11).

- (3) What method of keeping your accession record do you use?

All use accession book except Los Angeles and Forbes Library, which use bill method, and Washington, D. C., which uses order cards as accession record. East Orange does not believe accession book essential.

Pittsburgh, which accessions only adult books, is inclined to believe book unnecessary. Their method of treating juveniles is especially interesting.

Seattle notes that their book has fewer items than the A. L. A., and says the use of order cards as accession record is an excellent method.

- (4) Which of the following items do you enter in your accession record?

The number following the item indicates the number of libraries reporting its use:—Author, 19; title, 18; publisher, 17; place of publication, 13; date of publication, 18; size, 10; edition, 13; number of volumes, 23; binding, 11; publisher's price, 8; cost, 18; source, 20; date of bill, 10; date of entry, 14.

- (5) Do you enter facts about re-binding in the accession record?  
Affirmative, 3; negative, 20.

- (6) a. Do you use your accession record to obtain statistics of additions?  
Affirmative, 19; negative, 5.

## b. What items do you include?

Some of these questions were not answered, so it is inferred that the statistics obtained are for total additions only. Following items were reported on:—Class, 7; source, 8; branch, 2; language, 2; circulating or reference, 2; adult and juvenile, 2.

- (7) Do you maintain a numerical record of accessions according to classification? Department or branches? Does it cover expenditures for each main class? Department or branches?  
Negative, 14; record according to classification, 6; branch or department, 3; separate record of expenditures, 4.
- (8) Where do you place accession number? Page after title page, 6; title page, 3; title page and first page, 1; title page and page 101, 1; book plate and page after title page, 1.
- (9) Do you write price and date of bill as well as accession number in the book. Do you write cost of a set in the first volume?  
Affirmative, 6; negative, 13 (both questions); cost, 1; date, affirmative, 3; negative, 1; cost in volume 1 of set, 6.
- (10) How do you indicate the branch or department to which a book is assigned?  
Not indicated, or there is no branch, 14; stamped or indicated in accession book, 5; books stamped or marked, 5; separate accession book for each branch, 3; order card and book stamped, 2.
- (11) In case of replacements do you keep a record of the accession number which has been replaced or do you regard replacement as if it were an added entry or duplicate, disregarding old number entirely?

Replacement is regarded as an added entry or duplicate, and no record kept of the old number, 16; New number given to replacement but make note of the number replaced, 6; Old number used, 3.

Butte, Mont., reports:

"We enter each new copy in the shelf list as copy 2-3, etc., keeping a record of each book."

New York City Bar Association reports:

"Do not use numbers, but dates. A book added to replace is not counted for the annual statistics."

- (12) Do you note in the accession record when a book is withdrawn, or do you keep a withdrawal book?

Note in accession record, 9; note on shelf list, 4; note in accession book and keep withdrawal book, 3; have withdrawal book, 2; have no withdrawals, 2; files book cards, 1; keeps record on cards, 1; keeps cards withdrawn from public catalog, 1; not noted at all, 2.

New York City Bar Association reports:

"We keep all books except in very rare cases. The only notes made are in catalogs and in statistical record."

## Summary of Reports on Charging Systems

1. What charging system do you use?  
Newark system, 12; Brown system, 2; Borrower's record, 2; Single file—Book file under date or class, 4; Double file—Borrower's file and book file, 6.
2. The process of charging.
  - a.1. Do you issue books on borrowers' cards? 18.
  - a.2. Do you charge by means of call slips? 4.
  - a.3. Permanent or temporary book cards? 5.

- b. How many cards are issued to one borrower?  
One card, 10; two cards, 4; three cards, 1; temporary borrower's cards, 2; temporary book cards and no borrower's cards, 9; borrower's pocket instead of borrower's card, 1.
- c. If a borrower presents his own cards and those of others also, do you issue books on all cards presented?  
Affirmative, 13; negative, 1 (cards, slips or pocket held at the library, 12).
- d. Do you issue privilege or teachers' cards?  
Affirmative, 9; negative, 7.
- e. How many 2-week books of fiction are charged on one card?  
e.1. One book of fiction on a card for 2 weeks—10.  
Two books of fiction on a card for 2 weeks—2.  
Three books of fiction on a card for 2 weeks—1.  
Tulane University—Faculty can withdraw any number at one time; students, only 3.  
No discrimination between fiction and nonfiction—3.  
No limit—Virginia State.  
No exact time limit—2.  
e.2. One 7-day book on one card, 11; three 7-day books on one card, 2; unlimited (East Orange), 1; no 7-day books, 2.  
e.3. One 4-week book of fiction on one card, 5; two 4-week books of fiction on one card, 2; three 4-week books of fiction on one card, 2; unlimited (East Orange), 1; none issued for 4 weeks, 6.
- f. How many pay duplicate books may one borrower draw at a time?  
Number unlimited, 8; three at one time, 1; five at one time, 1; as many as cards presented, 1. (Libraries having no pay collection, 16.)
- g. Do you issue books and magazines on the same card?  
Affirmative, 14; negative, 4; no circulation of magazines, 4.
- h. How many books are issued on privilege or teachers' cards?  
Unlimited, except for fiction, 5; 12 books, 1; 10 books, 2; 5 books, 3; no special cards issued, 16.
- i. Are books stamped on the date of issue—8.  
Are books stamped on the date of return—10.
- j. Do you use different colored pads for charging and discharging?  
Affirmative, 5; negative, 18.
- k. Do you use different colored pencils for different dates?  
Affirmative, 5; negative, 19.
- l. Do you use different sized type for different dates?  
Affirmative, 1; negative, 24.
- m. Is the assistant at the charging desk required to use a mark or initial of identification on the book card?  
Affirmative, 11; negative, 1b.
- n. n.1. Do you stamp fiction and nonfiction on the same card?  
Affirmative, 12; negative, 5; no distinction made, 1.  
n.2. Do you stamp fiction and nonfiction on different parts of the same card?  
Affirmative, 5.  
n.3. In combination? 3.  
n.4. Do you use the same colored ink for fiction and nonfiction?  
Affirmative, 9; negative, 2.
- o. Are the class numbers of nonfiction written on a teacher's or privilege card?  
Affirmative, 5; negative, 4.
- p. How many places do you stamp—  
Book card? Borrower's card? Date flap? Book entry? Call slip? 3 stampings, book card, borrower's card, date flap—12.  
2 stampings, book card, borrower's card—2.

- 2 stampings, book card, date flap—3.  
 2 stampings, call slip, date flap—3.  
 1 stamping, call slip—4.  
 1 stamping, temporary book card—1.  
 1 stamping, borrower's pocket—1.
- q. Do you renew books more than once?  
 Affirmative, 11; negative, 14.
- r. Do you renew books issued for 7 days?  
 Affirmative, 3; negative, 15.
- s. Do you renew books issued for two weeks?  
 Affirmative, 19; negative, 2.
- t. Do you renew books issued for four weeks?  
 Affirmative, 12; negative, 3.
- u. Is the process of renewal like original charge?  
 Affirmative, 19; negative, 2.
- 3 Counting of Circulation.
- a. Do you verify your count by having it checked by a second person?  
 Affirmative, 3; negative, 21; no count kept, 2.
- b. Do you verify your filing in the same way?  
 Affirmative, 4; negative, 20.
- c. Are records kept in different departments combined daily in a single statistics record?  
 Affirmative, 10; negative, 7; daily and monthly, 4; yearly count, 1.
- d. Do you send collections of books for home circulation to places outside the library?  
 Affirmative, 16; negative, 11.
- e.1. Do the custodians of these places furnish circulation figures?  
 Affirmative, 14; negative, 3.
- e.2. How often? Monthly, 6; bi-monthly, 1; yearly, 3; weekly, 1.
- f. Is any record kept of the reading (not home circulation) of these collections?  
 Affirmative, 2; negative, 14.
- g. If no circulation figures are obtainable, do you count the original collections sent as books issued?  
 Affirmative, 13; negative, 4.
- h. Is omitted.
- i. For what periods are such collections sent on deposit? Varied, 16; two months, 2; two weeks, 1.
4. Filing of cards.
- a.1. Are fiction and nonfiction cards separated under the day's issue?  
 Affirmative, 12.
- a.2. Or are all cards filed in alphabetical order according to author or otherwise.  
 Accession number, 1; author, 2; author and accession number, 1; borrower's name, 2; call number on slips, 2; class number, 6; title, 1.
- b. Do you use different colored book cards?  
 Affirmative, 13; negative, 14.
- c. Do you have separate files for 7-day cards, or do you file them daily with 2-week books issued one week previously — also 4-week books issued 3 weeks previously?  
 Separate files, 4; no separate files, 5; filed daily with 2-week books issued one week previously, 8.
- d. Do you have separate files for cards issued to teachers? For renewed books? Foreign books?  
 Teachers—Affirmative, 6; negative, 17; renewed books—Affirmative, 1; negative, 22; foreign books—None.
- e. Do you use guide cards to separate the classes of non-fiction or do different classes have different book cards?  
 Guide cards, 2; guide cards and colored book-cards, 1; colored book cards, 4; neither, 15.
- f. Have you separate files for books loaned to staff members, trustees, etc.?  
 Affirmative, 8; negative, 19.
- g. Are special records kept of books in quarantined houses?  
 Affirmative, 14; negative, 12.



- h. Do you keep your file of collections loaned as deposits separate from ordinary circulation?  
Affirmative, 18; negative, 4.
5. Discharging of books.
- a. Do you stamp on borrower's card or slip the date book is returned?  
Affirmative, 15; negative, 2.
- b. Do you keep on file at the library all cards of borrowers when in use?  
Affirmative, 14; negative, 13.  
When not in use?  
Affirmative, 16; negative, 5.
- c. Do you retain at the library a borrower's card on which there is a fine?  
Affirmative, 16; negative, 1.
- d. Do you issue receipts for books without cards?  
Affirmative, 5; negative, 17.
- e. Do you give the receipt to the borrower to be returned with card for cancellation of date or do you keep file of such receipts at the library?  
Receipt file kept at library, 4.
- f. Do you discharge books before stamping off borrowers' cards?  
Affirmative, 5; negative, 10. Discharging and stamping off done at the same time, 9.
- g. If not do you look up book cards overdue before you stamp off borrower's card?  
Affirmative, 8; negative, 3.
- h. Do you inspect book while borrower waits? Affirmative, 15; negative, 11.
- i. Are books discharged near your return desk or away from it?  
Near or at desk, 28.
- j. Do you inspect carefully all books returned?  
Affirmative, 18; negative, 8.
- k. Is this inspection made when books are discharged or when shelved?  
When discharged, 8; before shelved, 8; at both times, 3.

The most interesting thing brought out by this investigation is the fact that it has

taken your committee two years to ascertain and tabulate the simple facts regarding methods of procedure, in a very limited number of institutions, in the performance of only two of the many operations that go to make up their current work. From this it may be imagined how long and difficult a task it would be to carry out a really comprehensive survey of all the work of all kinds of libraries as currently performed. And yet such a survey would appear to be a necessary preliminary to a study of the subject whose aims should be definite suggestions toward the improvement of this work in the direction of greater efficiency. It would seem, at present, a task beyond this committee's powers, although we may be prepared to take general advisory charge of such a work if others can be induced to undertake the details. Possibly some of the library schools may regard this as profitable employment for their students.

In the next place we are struck with the complete negative that our results place upon the general impression that the various details of modern library work are becoming—possibly even have already become—thoroughly standardized. No one thinks, of course, that everyone does everything alike; but we are apt to believe that there are now a few generally approved ways of doing each thing, and that each library selects from these the one that suits its own conditions and limitations. On the contrary, we seem to be in an era of free experiment. Nothing in the two sets of operations that we have studied—not even the existence and value of the operations themselves—would appear to be regarded as sacred. Everyone has his own methods and is apparently satisfied, either with them, or with his own ways of departing from them and groping after something better.

We cannot regard this as altogether desirable. Doubtless no one most efficient way of doing any of these things can be settled upon, so long as conditions differ, but we cannot believe that differences so fundamental and complexities so varied as

those revealed in this report are due merely to differing conditions, and that each is the best in the place where it is practised. We must conclude, therefore, that many of our libraries are doing these particular things, and by inference others also, in wasteful, inefficient ways.

Having made a survey of the facts, the next step would be to inquire concerning all variations from a method selected as the simplest in each case—possibly accessioning as practised at Pratt Institute Free Library or the Public Library of the District of Columbia and the charging system at Pittsburgh or at East Orange, New Jersey. The cost of these variations in time and money and the skill necessary in carrying them out, should be ascertained and the practical value of each, if it has any, should be found. It may then be possible to select, for a library of a given type, a standard method of procedure, which will be, all things considered, the most efficient for it.

In regard to cost, the report of the sectional committee on the cost of cataloging, to be made at this conference, will doubtless throw some interesting light on the problem.

#### Questionnaires

The use of the questionnaire by this committee may require some justification in the light of the growing feeling among librarians that the multiplicity of such demands upon their time is becoming a nuisance; and possibly some general recommendations on the use of library questionnaires may be in order.

We feel that the value of the questionnaire, and the way in which it should be received, regarded and disposed of, depend primarily on the purpose for which it is intended and also largely on the skill and tact of the questioner. We distinguish three main classes of library questionnaires: (1) Those intended to gather data for the information of librarians in general; (2) those intended for the use of single libraries; (3) those intended for the information of individuals. Those of the

first class, it seems to us, it is the duty of all librarians to answer, as far as possible. They include questions sent out by A. L. A. or state association committees and those put by individual libraries or librarians with a promise to publish the results or to put them into shape that will make them available to the public, provided, of course, the information sought appears likely to be of value when tabulated.

Questionnaires of the second class will generally be answered, not so much as a matter of public duty as of personal courtesy. They include requests from one librarian to another about details of administration for guidance in making improvements or alterations in method. A librarian feels usually that it is good policy, if nothing more, to comply with such requests so far as his rules permit, for he may at any time desire to make a similar request on his own part. It is suggested, however, that whenever possible such data as these should be asked in a way, and from a sufficient number of libraries, to warrant throwing the results into a form that will make them generally available.

The third category includes most of the questionnaires that excite the ire of librarians and cause a feeling that questions of all kinds are nuisances demanding abatement. They come from students writing theses, from assistants preparing papers for local clubs, from individuals obsessed with curiosity, from reporters, from persons of various degrees of irresponsibility. There is no reason why any attention at all should be paid to these and we recommend librarians to return to them merely a stereotyped form of polite acknowledgment and refusal.

It is hoped that the Headquarters of the Association may become more and more the clearing house for systematized information of this kind, saving thereby much wasteful duplication of material and effort. We recommend that the originators of legitimate questionnaires send to Headquarters before making up their list of questions, to see how many can be answered in this way.

Much of the feeling against questionnaires is due to lack of good judgment on the part of the framers. It is obviously unfair to ask another librarian to answer questions that could be answered from the resources of the questioning library, even if the latter would require a little more time and trouble. A large proportion of the items in questionnaires of all three grades specified above are of this character. If it is desired that all the answers shall appear in the same form on one sheet, answers obtainable in the questioning library may be written in before sending out the list, and the attention of the correspondent may be called to this fact. In any case a statement should accompany the questionnaire that the information asked cannot be obtained by any other means at the asker's disposal.

In some cases questions are asked that require the collection of unusual data regarding the current work of the library. The answers to such questions can evidently not be given, even if the library is willing and anxious to undertake at once the additional work of collection, until the expiration of the period for which the figures are asked—generally one year. The usual method seems to be to send out such questions to a large number of libraries in the hope that a few will be able to answer them at once. A better way would be to send out to a large number of libraries a statement of the desired data, asking those willing to undertake their collection to notify the asker. At the expiration of the period of collection the sender of the questions would then have accurate data and he would not expect them before the end of this period—whether one year or less.

It would seem to be unnecessary to remind those who receive and answer questionnaires that returned blanks should bear the name of the library to which they refer, were it not for the fact that this is so often omitted. In one recent case the name was given simply as "Carnegie library," with no address.

Briefly set forth, the recommendations

of this committee, regarding the use of library questionnaires, are, then, as follows:

(1) That questionnaires should always be for the information of librarians in general, or for improving the service of one library in particular, preferably the former.

(2) That no questions should be included that can be answered in the questioning library or at A. L. A. Headquarters.

(3) That questions requiring the collection of current data over a specified period of time be asked proportionately in advance of the report desired, in cases where the data are not such as are usually recorded.

(4) That those who answer questionnaires be careful to include the name and address of their library.

#### Labor Saving Devices

It is a commonplace of library history that librarianship has contributed the card catalog idea to commercial life. The library in turn is indebted to commercial life for many labor-saving devices. Very likely a few of the largest libraries utilize all available labor-saving devices to the utmost. Your committee is, however, of the opinion that the medium size and smaller libraries might reduce the cost of administration through the more general use of mechanical appliances. We recommend that at a coming meeting of the Association there be held an exhibition of all available competing labor-saving devices adapted to library use. The assembled demonstration of such devices should prove most instructive to the members of the association

and would itself be a time-saving device. Such an exhibition could probably not be advantageously assembled except in a large city. Your committee therefore recommends that either it or a special committee be authorized to arrange for such an exhibition and demonstration.

All of which is respectfully submitted.

ARTHUR E. BOSTWICK, Chairman.

GEORGE F. BOWERMAN,

JOHN S. CLEAVINGER,

Committee on Administration.

### COMMITTEE ON LIBRARY TRAINING

At the beginning of the year the committee began the consideration of an outline, prepared by the chairman, of possible points considered in the proposed examination of library schools. This outline was submitted to the members of the committee individually and valuable suggestions obtained and was afterwards discussed by such members of the committee as were present at the January meetings in Chicago.

This outline which is appended to the present report is not to be considered as necessarily final, for the committee invites criticisms and suggestions from other members of the profession. What the committee desires if library schools are to be examined, is that the schools should be examined from the point of view of the needs of the profession, not simply from the point of view of the interests of the library schools. The real vital questions lying at the foundation of the examination of library schools are these: Does this method of obtaining recruits for the profession give the best results which can be secured by such a method? Do the library school trained workers prove in actual experience that their training has been of the right sort? These questions cannot be answered from an examination of the records of any one or even any half dozen library school graduates, but only from the examination of many such records.

As was before said, criticisms on the outline are invited from members of the profession and from any of the library schools, as the desire of the committee is to make an absolutely thorough, and impartial study of the whole library school problem.

At the January meeting in Chicago the members of the committee were rejoiced to learn that the executive board had re-appropriated the appropriation for 1912 with a like amount for the work of 1913.

With these financial limitations in mind the committee considered the question of an examiner, and one having been agreed upon, made the proposition with great con-

fidence, only after considerable delay to have it declined. Further search through the field discovered another person who seemed equally suitable and she was approached only to decline.

The real difficulty evidently lies in the fact that we are asking the examiner to undertake a large piece of professional work and practically offering only expenses and the cost of a substitute for the regular work during such times as it is necessary to leave it. Naturally enough, it is not easy to find anyone willing to take this additional burden.

The committee now have in consideration other names and hope, if re-appointed, to be able to announce an examiner before the beginning of the next library school year to such schools as indicate their readiness to receive an examination.

For the Committee.

AZARIAH S. ROOT, Chairman.

### Appendix

#### Scheme of Efficiency Tests for a Library School

(Note.—In its general outline this scheme is indebted to the admirable Test of College Efficiency prepared by Dean Charles N. Cole of Oberlin College.)

#### I. THE PROCESS OF EDUCATION

##### A. Government and control of the school:

###### 1. Trustees:

- (a) How chosen. Fitness to direct library training;
- (b) Tenure of office;
- (c) Meetings, how often;
- (d) Ad interim power vested where;
- (e) Determination of policy: does it lie with trustees, president, director or faculty.

##### B. Equipment of the school:

###### 1. Connection with other educational work:

- (a) With college or university;
- (b) With other institutions;

###### 2. Connection with a library:

- (a) Of what type;

- (b) What constituency and to what extent used;
- (c) How far equipped with modern library methods;
- (d) Actual practice work in library by students;

### 3. Bibliographical apparatus:

- (a) General reference books;
- (b) Trade Bibliographies;
- (c) Special Bibliographies;
- (d) Library economy;
- (e) Samples of library blanks and supplies;

### 4. Housing:

- (a) Recitation rooms;
- (b) Study or work rooms;
- (c) Rest and social rooms;
- (d) Library facilities.

### Administration of the school:

#### 1. Officers:

- (a) How many;
- (b) How obtained;
- (c) Qualifications;
- (d) Tenure of office;
- (e) Estimate of work;
- (f) Compensation;
- (g) Vacation;

#### 2. Faculty:

- (a) Do new teachers have a voice in determination of educational questions;
- (b) Faculty meetings, how often;
- (c) Committees, how many; what duties.

### Instruction in the school:

#### 1. Faculty:

- (a) How obtained;
- (b) Qualifications;
- (c) Tenure of office;
- (d) Estimate and adjustment of work;
- (e) Requirements of teachers;
- (f) Number of hours of instruction given by each teacher in a school year;
- (g) Compensation;
- (h) Vacation;
- (i) What supervision of teachers' work;

#### 2. Students:

- (a) How admitted, examination, certificates, etc.;
- (b) How far does actual practice differ from catalog statements;
- (c) Requirements for admission;
- (d) Requirements for admission of students to advanced standing (in two year courses);

### 3. Supervision of student work:

- (a) Regulation of amount of work;
- (b) Guidance in choice of studies;
- (c) Requirements for passing grade;
- (d) What is done about conditions and failures;
- (e) What methods for enforcing the regularity of work;
- (f) What provision for the individual help of weak students;
- (g) Graduation;
- (h) Records, how kept, etc.;

### 4. Curriculum:

- (a) Arrangement and order of studies;
- (b) Length of time devoted to each subject;
- (c) System of required studies;
- (d) System of electives;
- (e) What training for special fields of library work, e. g., children's librarians, legislative reference librarians, etc.

### 5. Class Room Work:

- (a) Size of classes;
- (b) What part of the course is class room work;
- (c) Method of conducting class room work;

### 6. Practice Work:

- (a) What part of course is practice work;
- (b) How revised and supervised;

- (c) What is the purpose in practice work;
- (d) Is this purpose realized;
- 7. Informal Instruction:
  - (a) Lectures, etc.;
  - (b) Opportunities to see work of libraries;
  - (c) Actual experience in libraries other than that connected with the school.
- E. Student Life and Work:
  - 1. Number of students;
  - 2. Work of students:
    - (a) What seem to be the scholastic ideals of the students;
    - (b) To what extent do the students seem to have professional enthusiasm;
    - (c) What studies do they elect when there is an option;
    - (d) Outside activities of students;
    - (e) Social life and cultural development of students;
    - (f) Environment particularly with reference to breadth of culture;
    - (g) Room and board; are students housed under sanitary and elevating conditions;
    - (h) Health;
    - (i) Social conditions and standing of students;
    - (j) Previous educational advantages;
    - (k) Literary, musical and artistic opportunities during library school course;
    - (l) Opportunities to form personal relationships with members of the faculty.
- II. THE TESTING OF SCHOOL WORK IN PRACTICAL ACTIVITY
  - 1. What has been the professional success of the graduates:
    - (a) To what extent have they taken prominent places in the library world;
    - (b) Omitting as far as possible personal qualities, is there any general characteristic stamping the students of the school;
    - (c) Do the interests of the graduates seem to be broadly professional, or narrowly confined to a particular type of work which they have entered;
  - 2. What has been the general intellectual standing of the graduates:
    - (a) Have they shown themselves equal to cope with their opportunities;
    - (b) Have they shown a range of interest which has enabled them to connect their work with that of philanthropic, charitable, sociological;
    - (c) Have they taken influential places in the towns in which they work.

#### COMMITTEE ON WORK WITH THE BLIND

The libraries which circulate embossed books have continued their services throughout the year with ever increasing results, the largest circulation having been attained by the New York public library, which circulated 21,938 books and pamphlets. The Free library of Philadelphia sent out 17,706 volumes; the Carnegie library of Pittsburgh, 3,218; the Perkins Institution, 6,000; Wilmington, Delaware, 567.

Library of Congress. The most important event in the history of the Reading Room for the Blind during the year was the appointment of Mrs. Gertrude T. Rider as Assistant in charge.

Perkins Institution. The school is now in its new home where the library is housed in commodious quarters, and is in charge of a trained librarian from Albany, Miss Laura M. Sawyer, and a trained assistant from Simmons, Miss Louise P. Hunt, who devote their time to the care of the valu-

able special collection in ink print about the blind as well as to the circulation of embossed books.

**New York State Library.** Eight new titles in New York point were embossed for the New York state library in 1912 and an additional list of well chosen titles is now in press for 1913.

**Saginaw, W. S., Michigan.** The Free lending library for the blind has asked the legislature for \$2,000 to replenish the collection with new books. Of 202 borrowers the librarian reports that 117 persons have drawn no reading matter during the latter half of the year.

**California State Library.** Mr. Charles S. Greene, of the committee, sends the following report of the work of the State library and the San Francisco reading room:

The California state library for the blind wishes to report progress during the last year. Although we have had very little money to buy books, accessions have increased from 2,309, April 1, 1912, to 2,659 April 1, 1913, mainly through gifts and the regular receipt of magazines. Borrowers have increased from 475 to 550. The most satisfactory advance, however, has been in the increased use the blind borrowers are making of the library in borrowing all kinds of writing appliances and games to try before buying and in asking information on all subjects of interest to them. Such questions as what occupations are followed by the blind, and where different articles for their use can be purchased, are constantly being asked. With an increase in the State library fund, which the present legislature will probably grant, it is hoped to buy all the new publications as fast as possible, as well as to complete our collection of appliances for the blind.

The San Francisco reading room and library for the blind has about 400 volumes. It conducts an emporium for the sale of articles made by the blind and teaches Braille reading and writing, Braille stenography, weaving, basketry and broom making.

**Pennsylvania.** All borrowers residing in the western part of the state are now supplied with books from the Carnegie library of Pittsburgh; those residing in the eastern part of the state have the use of books deposited with the Free library of Philadelphia by the Pennsylvania home teaching society.

**Cincinnati, Ohio.** Miss Smith, of the committee, sends the following report: "There seems to be nothing new here in the library work for the blind. The Clovernook Home, which is to be opened May 30, has absorbed the attention largely of Miss Trader and her sister and this spring the flood interfered somewhat with the meetings at the library."

**Minnesota.** Miss Carey, of the committee, writes as follows of the work in Minnesota: "As far as I know the entire work of providing books for the blind in this state is done through the School for the Blind at Faribault. The library there is in excellent condition, being on a wholly modern basis as to classification and details of management. It is open throughout the year and circulates to outside readers on an average 25 books a month. There are 80 regular readers outside the institution and about 90 in residence this year. As the school is small this is a large number. The librarian in charge is one of the teachers and for years in this school it has been considered something of an honor to hold this position, although it is by no means a sinecure. . . . The library work is always stimulated by the annual summer school for adult blind which brings in new readers each year. At the close of the session the pupils, many of them, become patrons of the library 'for good.'"

**New Publications.** Since the first embossed book was issued in Philadelphia in 1833, the publishing of literature in raised print has been increased until there are now 16 presses in active use in this country. The record of new publications for 1912 is as follows:

American Braille, 56 titles in English; 2 titles in German.

New York point, 14 titles, of which 8 were embossed by the New York state library.

In European Braille new titles have been issued in England and Scotland; in Moon type 11 titles have been added and 10 other titles are in press.

The Catholic Review, monthly, published by the Xavier free publication society for the blind, 824 Oakdale Avenue, Chicago, Ill., in American Braille.

The Illuminator, a quarterly Braille magazine, published by the Holmes-Schenley literary society of the Western Pennsylvania Institution for the Blind, Pittsburgh, Pa.

Society for the Promotion of Church Work Among the Blind. Volumes 3 and 4 of the music of the Hutchins' Hymnal have been finished and copies distributed to a number of the leading circulating libraries where the volumes will be available to those who may not wish to purchase them.

Bible Training School, South Lancaster, Mass. "Some friends of the blind, in looking over the catalogs of books in different libraries for the blind, were impressed with the small amount of Christian literature that had been placed in the embossed type, especially in New York point and American Braille, so the plan was conceived of creating a fund and printing one book after another as the funds would accumulate, placing them in the circulating libraries throughout the United States." To obtain the volumes in New York point and American Braille, free of charge, address Mrs. S. N. Haskell, South Lancaster, Mass.

Gould Free Library for the Blind, 555 East 8th Street, South Boston, Mass. "The library is working under the auspices of the International Bible Students' Association headquarters, Brooklyn, N. Y., which supplies financial aid in the main, while donations have been accepted from outsiders. Our books are all Bible studies, very helpful and appreciated by the blind. We circulated 3,474 books and pamphlets last year in the three point systems and a few books in Line type and Moon type."

Free Theosophical Circulating Library for the Blind, 32 Waverly Street, Everett, Mass., has issued three titles in American Braille; also a monthly paper of 7 or 8 pages.

New postal law. Under an act of Congress of August 24, 1912, "magazines, periodicals and other regularly issued publications in raised letters for the blind, which contain no advertisements and for which no subscription fee is charged, shall be transmitted in the U. S. mails free of postage and under such regulations as the Postmaster General may prescribe."

The Twelfth Convention of Workers for the Blind will be held in Jacksonville, Illinois, June 24-27, 1913, and among those who will attend the conference are several representatives from public libraries interested in the circulation of embossed literature. Miss L. A. Goldthwaite, of the New York public library, has been asked to conduct a round table. In the general discussion of the subject of catalogs for the blind it is hoped to obtain the best opinion of those in attendance upon the most convenient form for such catalogs or finding lists for use by those who read by touch. The Library of Congress, the New York public library, the Brooklyn public library, the New York state library, the Free library of Philadelphia, as well as institutions for the blind, will be represented by the assistants in charge of the circulation of embossed books.

At this conference there will be given the report of the "Uniform Type Committee" appointed at the Overbrook conference in 1911. The two agents of that committee, who made an extended tour of this country from May, 1912, until February, 1913, visited many schools and other institutions for the blind and tested over 900 readers in one or more of the three systems—New York point, American Braille and British Braille. Scientific tests to determine the best size of type, spacing, etc., have been made to establish a standard or uniform system of writing and printing. The recommendations of the committee have been reserved until the meeting of



the American Association of Workers for the Blind at Jacksonville; they are awaited with interest by all.

EMMA R. N. DELFINO,  
Chairman.

The PRESIDENT: As you will see from your printed programs we are privileged this morning to receive an accredited delegate from the Library Association of the United Kingdom, and it is our especial pleasure to greet as this accredited delegate an old friend of American librarians. He was with us at the Conference of 1904, and we have since that time watched with a great deal of interest the strong, splendid work which is manifest in the library over which he presides. I have the honor of introducing to you this morning the Honorary Secretary of the Library Association of the United Kingdom and the accredited delegate from that organization, Mr. L. STANLEY JAST, chief librarian of the Croydon Public Libraries.

Mr. BOWKER: And, Mr. President, I move that we receive our welcome guest from the L. A. U. K. by a rising vote of welcome.

Mr. Jast spoke as follows:

#### PRESENT CONDITIONS AND TENDENCIES OF LIBRARY WORK IN GREAT BRITAIN

Mr. President, ladies and gentlemen: I should like first of all to express the peculiar personal pleasure I feel at being privileged for the second time to attend a conference of the American Library Association. As you have said, sir, it was my pleasure in 1904 to attend a meeting of your body, then as now the accredited delegate of my Association, but that meeting of 1904 was, as you know, an international meeting, and an international meeting anywhere is apt to take on general rather than special characteristics, and I have long wished to be present at an ordinary meeting of the American Library Association, so that I might see for myself how you conduct your work and hear you discussing your own problems in your own

way. So that I trust, Mr. President and ladies and gentlemen, that you will kindly forget that

"A chiel's amang ye takin' notes."

I am authorized by the Council of the Library Association to extend to you, sir, and the members present their very heartiest greetings and to express on their behalf their high appreciation not only of the special invitation which you sent to them to send a delegate but for the extremely generous offer of hospitality which was attached thereto. My Council felt that to such an invitation only one response is possible and that was to accept.

We were in hope that Mr. Henry R. Tedder, who is the chairman of the Council of the Library Association and its honorary treasurer and an ex-president,—and otherwise the secretary of the Athenaeum Club,—would have come as our delegate, because Mr. Tedder's importance is intrinsic and not like mine purely adventitious and depending wholly upon the office which I at the moment have the privilege to hold; but it was impossible for Mr. Tedder to come on this occasion and, ladies and gentlemen, I am the best that we can do for you at this time.

But I am happy to say that it is the general feeling of the Council that in future we should not let many meetings of the A. L. A.—at all events in the eastern states—go by without sending one or more members of our Association to be present at them. I do not think that there is anything from which our Association is likely to get a more valuable return than by the visits of some of its more prominent members to America in order that they may see for themselves and not merely read about what you are doing, and how you are doing it, and get some knowledge of the conditions under which you are working, of your achievements and of your difficulties, and so bring to library work in Great Britain that added power which must inevitably come from a wider knowledge. So that I trust that the imperfections of the present delegate will be overlooked, in the

hope not only of more but of better to come.

I am also requested by my Council to extend a very hearty invitation to the members of the American Library Association to attend the annual meeting of the Library Association to be held in 1914. That meeting will almost certainly be held at Oxford, by invitation of the University and of the city. I need not of course point out the extreme suitability of the city of Oxford for a meeting of librarians, nor the attractions which Oxford must possess for everyone who likes an atmosphere of ancient learning and who revels in the architectural glories of a bygone day. So we hope that as many of you as possible will come over there for that meeting in order that we may make of it a sort of Americo-Anglican conference. Observe the order, please, in which I mention those words. I draw special attention to that because I believe I have somewhat of a reputation for an absence of tact on these occasions—at any rate among our own members.

When I informed Mr. Utley that I was coming he was good enough to write me a letter, which I received just before I sailed, and he asked—not knowing me very well of course, or he might not have been so liberal in his invitation—that I should talk to you on any subject I liked. I thought that it would be best perhaps if I should say something about the present conditions of library work in Great Britain. Of course it is impossible, in an address lasting only a few minutes, to cover anything like the whole field, and if I did attempt it I should only bore you. But you may be interested in one or two of the outstanding features of our recent work, because they throw light upon conditions which are in many respects very different from yours. First of all, there are two features in what I may perhaps call the domestic situation, which to us are of considerable significance. The most important step which the Library Association as an association has ever taken has been the recent reorganization of its membership along the lines of the profes-

sional qualifications of the members. In our old grouping we took no account whatever of whether a member of the Association was a professional librarian or merely a member of a library committee or just a person interested in library work. The honorary fellows of the Association and the fellows were any persons, whether librarians or not, whose names would add dignity and importance to the Association, or who had distinguished themselves by some special service rendered to the Association or the movement as a whole. Then in addition Mr. Tedder himself had a small group of what he called *very* honorary fellows who were the honorary fellows who insisted on paying their annual dues. That was an entirely private group of Mr. Tedder's. Now we have changed all that. Fellows and members of the Association are now professional librarians only, and non-professional librarians are known as associate members. The privileges of membership including the power to vote and to serve on the Council are shared equally by all members of the Association. The fellows consist in the main of librarians only, but there is a small sprinkling of deputy and sub-librarians. The by-law referring to fellows who do not hold chief positions states that "they must be librarians of approved status," but we interpret that phrase "approved status" in the widest possible way. The members consist of assistant librarians—all those assistant librarians who are not in the small group of fellows; they must be twenty-five years of age and have had six years' experience. That is so at the moment. But after the 31st day of December, 1914, only librarians who possess the diploma of the Association will be entitled to fellowship, and in order to receive the diploma you must have taken in addition to possessing practical experience in an approved library, the six examinations held by the Association, have obtained the six certificates, have gone through if necessary a *vive voce* examination and have submitted

a thesis. Then professional librarians who possess four out of the six certificates will be entitled to membership. A good deal of criticism has been leveled at the scheme owing to the fact that the librarian of some pettifogging little library, with perhaps a total rate income of a couple of hundred a year or even less, because he is a chief in a small way, is entitled to fellowship, while an assistant in a big library system, who may have infinitely more responsibility, is only entitled to membership. But we had to begin somewhere and we had to draw the line somewhere and we drew the line at the sub-librarian, because when we got below the sub-librarian we should not know where on earth we were, because there is no accepted nomenclature of library positions in our country. I do not know whether there is in yours. "Sub-librarian" does not always mean the same thing. The term "chief assistant" is used in a very different way in different libraries. Moreover, the Privy Council would not have approved these by-laws unless we had opened the door as widely as possible to the holders of all existing chief positions.

There is one weak point so far which we have discovered in our scheme. We have no provision for non-professional members corresponding to professional fellowship among the professional members, but we have a new by-law now before the Privy Council creating a group of associate fellows and the associate fellowship will be conferred upon chairmen of library committees and upon non-professional members of the Association who have served the Association in some definite capacity as members of the Council or in some other way.

That, I think, then is the most important domestic thing that we have ever done because we have now made the beginnings at all events of a definite organization of the profession.

The other important thing will not have the same interest for you, but I mention it because it throws light upon our own conditions. We have settled, by a new by-law, the relations of branch associations to

the parent body. Until recently we had a by-law which merely provided that branches in any particular district may be formed but it did not state what the powers of the branches were, and owing to that absence of definition we have suffered for a great many years past from a considerable amount of trouble. One or two of the branches grew considerably in recent years, in numbers and in importance; and they began to resent the fact, the inevitable fact of course, that for the most part the actual work of running the Association fell upon the members of the Council who were resident in London or near it. It may seem absurd to you to speak of the distance of London from the great provincial centers in Great Britain, but it is not absurd, because every country measures distance on its own scale, and to all intents and purposes Manchester is just as far from London as Chicago is from New York—because we think it is. As Hamlet says, you will remember—anticipating Mrs. Eddy by several centuries—

"There is nothing either good or bad, but thinking makes it so."

And as an illustration of the result of this friction I may mention that in London, at the library school—which is hardly a library school because it has not the organization that your schools have, so I ought not to use that term really, but a department of library lectures at the London School of Economics and Political Science, which is a department of the University of London; at these lectures all persons are admissible whether they are librarians or not, but at similar lectures in the provinces everybody was excluded who was not already engaged in library work. So that you had the absurd situation that while the parent body was running one policy at headquarters you had branch associations running an entirely different policy in their own centers. The question of the "open door," as it was termed, was a very hotly debated one at one time in our Association. Well, the general effect of the stress between the branches and the Council was of course bad, each branch being a more

or less permanent storm center. While no absolute harm was done perhaps, and while the fireworks let off at the annual meetings were of a more or less harmless character, at the same time we had a general condition of irritation which affected injuriously the work of the Association as a whole. Now we have done away with that, very largely at all events, at least, we hope, by a new by-law, the main points of which are these: First of all, membership of a branch association includes membership of the parent body; the parent body receiving the subscription to the branch association returns to the branch association a rebate of so much a head for the expenses of the branch and, most important of all, the constitution and by-laws of a branch must be approved by the headquarters council and must in no case conflict with the by-laws and constitution of the parent body.

The Council meets monthly, I may say, and one of the quarterly meetings is held on the occasion of the annual meeting. So that means that the expenses of the provincial members are paid to three of the quarterly meetings held during the year; and all the important business—especially contentious business—is relegated to those quarterly meetings.

Leaving the domestic question and coming to the library situation as a whole in Great Britain, I think that the phrase "marking time" fairly describes it. The public libraries in the United Kingdom have accomplished, I think, great things with extremely limited means. But though the first library act was passed in 1850, though the libraries have since then justified themselves many times over, though the demands made upon the libraries have gone on increasing time after time, yet the libraries are still strangled by the statutory limitation of one-penny-in-the-pound on the tax leviable for library purposes which was imposed not by the Ewart Act of 1850, which limited the rate to a half-penny, but by the amending act of 1855. It is quite true that about forty of the large towns of the country have promoted special parliamentary bills giving them

power to levy a rate of two-pence or even more in the pound, but in very few cases is two-pence actually levied, and of course it is the smaller towns, which can not face the expense of promoting special legislation, which really need greater rating powers even more than the larger boroughs.

As the incidence of a library tax in Great Britain is quite different from yours I may perhaps give you some general idea of what it means by taking the case of my own town, simply because I happen to remember the facts more clearly. Croydon is a town in the outer London ring, with a population of 174,257 people. Its income from the penny rate is a little over £4,000 sterling. It circulates about 555,000 volumes per annum and its fiction percentage is about fifty. Whether that is something to be apologized for or not I am not quite clear, after the president's address of last evening. Then one has to remember that the ratable value of a place like Croydon is a good deal higher than the ratable value of most of the provincial towns. But those figures will give you a general idea of the yield of the penny-in-the-pound rate. A rate of that kind results, you will easily see, in the case of the smaller towns, in a condition of genteel poverty, and in the case of many small towns of absolute hopeless starvation. And this unfortunate position has been accentuated by the tremendous growth of branches in recent years. Of the three b's which constitute a library—building, brains and books,—the ordinary British rate-payer thinks mainly of buildings. The building usually does not cost him anything, because he gets it from Mr. Carnegie, and it is something to look at and something "we've got for our ward, don't you know," books will drop from the sky, and "anyhow you don't require brains to hand books over a counter." Hence, from this you have a town, which will perhaps support, in passable efficiency, one central building and two branches, endeavoring to support one central building perhaps and six branches, and so on. Hence the limited book funds which we have in

our libraries and hence on the whole the poorly remunerated library staffs.

And that brings me to a point which it was suggested to me by one of your members I should say something about, and that is the position of women in English public libraries. I am not going to express any opinion on the subject of women in libraries. After all, as George Bernard Shaw says somewhere, opinions are real only serious when you act on them, and my capacity for courage has never been equal to the task of acting upon many of my opinions. But as things are at present, a number of libraries employ women assistants. There are very few places where women are chief librarians; there are a few in the quite small towns. There are very few libraries which have women sub-librarians or deputy-librarians. These are almost invariably men. But the number of women employed in secondary and tertiary positions in English public libraries is considerable and is very definitely increasing. And whether that be a good thing or a bad thing, I am quite clear about this, that it is increasing for the wrong reason. Women are employed in English public libraries not because they are better, but because they are cheaper—with the unfortunate result that the increase of women in the library staffs tends necessarily to lower the already low average of salaries paid.

The Library Association have long recognized of course that the root of all our present difficulties lies in the limitation on the library income, and in order to do away with that they have been promoting for the last three or four years or more a library bill, the main clause of which permits a town to levy a rate, not exceeding two-pence-in-the-pound, that is exactly double the present amount. When we originally drafted the bill we did away with the limitation altogether, but we have now put a limitation in order to placate possible opposition. That bill has been already read once before the present parliament—but the first reading of course is a purely formal matter; it is the second reading

which is the crucial one; and owing to the exasperating nature of the orders of the House of Commons any one member has only to rise in his seat and say, "I object," to a private member's bill for that bill to be labeled "contentious business" and for its second reading to be deferred to the Greek kalends, owing of course to the enormous number of private members' bills and to the growing inefficiency of the House of Commons as a legislating machine. It is choked with bills and it can not adequately attend to the thousand-and-one matters which call for its attention. The best chance for the bill would be for the government to grant facilities for it. If they would do that I have not the slightest doubt that the bill would pass because so far as we can see there is little or no serious opposition to it; but we can not get it discussed. The unfortunate fact seems to be that the government will not worry about anything which does not sway votes. Nobody is going to get excited about a library bill. If it is true that there is no particular opposition to it, it is also true that there is no crowd of electors passionately demanding it.

Then we suffer to a considerable extent in Great Britain from the attitude of the superior people to the public library. In America all the superior people are sympathetic with the public library—apparently so anyhow. In England usually they sneer at it. Why, Heaven knows! Only the other day a cabinet minister who was considered to be a friend of ours, whose name before he reached cabinet rank was actually a backer to a bill on similar lines to the present one, in a meeting which he addressed referred to the country as being "drenched" with public libraries. I think his point was the far greater importance of public wash-houses or something of that sort. And, as I say, he used the extremely unpleasant, and peculiarly inappropriate adjective "drenched." Now of course no one objects to a cabinet minister talking nonsense. After all, what else can you talk to a popular audience in politics but nonsense? But this

particular variety is pernicious nonsense. The press, of course, with their usual avidity for seizing on anything silly, print that sort of thing ad nauseam and a good deal of real harm is done and difficulty created. I think the minister in question has stated somewhere that he owes a great part of his own education to the public library. Mr. Carnegie has said the same thing. Behold how differently men requite the benefits they have received!

Well, Mr. President and ladies and gentlemen, I have perhaps given you the idea that I take a rather pessimistic view of library conditions at the present moment in Great Britain, but that is not so at all—most emphatically not so. I am absolutely convinced that the future of the public library in Great Britain is as certain as it is with you, and though the next step forward may be delayed, the longer it is delayed the bigger that step will be when it is taken.

The PRESIDENT: Mr. Honorary Secretary and our Guest: I would that the gift of speech had been given me that I might adequately express to you the sense of appreciation that we all feel for your coming, for your gracious words of greeting in behalf of your Association and for the view that you have given us of not only the conditions that obtain in Great Britain but also what the future holds forth for the libraries of your country. In our American assemblages it is customary, when some procedure is taken that no one is particularly interested in, to pass it by; but when something transpires that requires further and more careful thought it is our parliamentary custom to refer this to a committee. In this particular case I am sure that I am meeting the wish of the Association as well as my own personal desire when I refer your splendid message to a committee of the whole, consisting of all the librarians present, all the members who have unavoidably been kept at home and that other, smaller group who come within the classification of Mr. Dewey's "private collections." What you have said to us,

sir, has emphasized to us particularly that not only is there in the relationship between your libraries in Great Britain and ours in this country a kinship of interest, brought about through identical language, and a kinship of literature, but also there are common aims and aspirations. Just as the language is subject to local variations, due to the customs of geographical centers, so there are differences in method perhaps. But, after all, we are each, in our own way, attempting to do the same things and to achieve a common purpose. I trust, sir, that you will convey to your associates in Great Britain our gratitude for the kindly expressions which you have brought to us from them, and we venture the hope that we shall be enabled to carry forward the splendid precedent which has been set in your coming.

As you glance at the names of those who are to participate at this session, you will note that this is practically New York Day; the one, sole participant who is credited to another part of the country is after all perhaps merely loaned to Missouri, because he is a graduate of the New York library school. I shall ask the First Vice-President, Mr. Anderson, to preside over the rest of this meeting.

The FIRST VICE-PRESIDENT: Ladies and gentlemen, I can take that kind of punishment with great composure. The subject for the regular program this morning, as you all know, is work with foreigners and with the colored races. I have the honor to be a neighbor of the first speaker and I may say to you confidentially that she has recently moved a mile or two farther away from me without adequate explanation. The author of "The Promised Land" needs no introduction to this audience. All of you have read with enthusiasm and appreciation the chapter of her book in which she testifies to the value of the service of the Boston public library to her. It gives me very great pleasure to introduce to you MARY ANTIN, who will talk to you on

## THE IMMIGRANT IN THE LIBRARY

It is very difficult to be interesting or impressive while telling people things that they already know. I won't try to do that. Any one of you sitting in this audience could tell me a great deal more about the immigrant in the library than I can possibly tell you. What I am going to do is to ask you to have in mind what you know about the immigrant, to call up the figure of the immigrant in your libraries as you have seen him daily, and test by your knowledge what I have to say.

You know better than I do in what numbers the immigrants come to your libraries, how much of their time they spend there, what books they seek there. What I want to ask you is to share your knowledge of these things with as many people as possible; tell your neighbors every time you have a chance what the immigrant does in the library. Every little while we begin anew the discussion of the immigrant—to let him in, or not to let him in—and all sorts of arguments are presented on both sides. Representatives of various organizations—capitalistic, unionistic or what-not—hurry their advocates to Congress to speak for or against, on this side and on that side. I want to ask you to see to it that the knowledge that you have of the immigrant is also widely spread on such occasions. The caricaturist is always ready with his pencil to give us pictures of the immigrant in various amusing poses—more or less true, more or less false; the interesting author of the comic paragraph is always there; the artist of the vaudeville stage, and enthusiasts of one sort and another—enemies or friends of the immigrant—are ready to speak up whenever the question comes up. You have a fund of knowledge on the subject which is very special, very different. Bring it out on every occasion! When the gentlemen in Congress want to pass a law to hold up the immigrant at the gate because he cannot read fifty lines of our Constitution, say to them, "Hold! Wait and see what the immigrant's boys and girls will read when

they are let loose in a public library." Remind them that the ability to read is not in itself a test of intellectuality. You know scores, hundreds of boys and girls of educated, cultured American families who do not take such an interest in your libraries as the boys and girls of these illiterate immigrants. You know what you know. Please tell it so loudly that every one may hear. Talk about the "five-foot shelf of classics"! Is it not true that the boys and girls of the immigrants swallow it whole and make no boast about it? Why, they are saturated with the classics the minute they get a chance. The mere ability to read—what does that amount to? You know what book the immigrant calls for. Every little while I read a short paragraph in the New York papers telling that the East Side branches of the public library have the greatest circulation of the classics. I would like to see those little paragraphs enlarged, printed big and spread where everybody can see them. We need to know these things.

Please let me speak today as an American, and not as an immigrant. I wish I could efface from your memory this once the knowledge of my origin. Don't make allowances for what I say because of what I was. I am not speaking as an immigrant making an appeal for the immigrants. I am speaking to you as an American. My credentials are these: I have been with you nearly twenty years. My father was an Americanized citizen before I got here and I married a native American. Please accept me as an American today. Let me speak as one of yourselves.

We are so ready to classify people by externals—by their habits, their customs, by the way they dress, by their gestures. Why, a better test of a man than the way in which he makes a living is the way in which he spends his leisure; and to that you can testify in the case of the immigrant. To gain our bread and butter we are forced to do this, that, and the other thing. But nobody drives us into the public library if the saloon is across the way. Speak up and tell to which door the im-

migrant turns in his leisure hours. People of dainty habits are disgusted with the personal habits of the poor foreigners. They have noticed a smell of herring and onions in the East Side of New York. The smell of onions, my friends, can be driven out, but a mean habit of mind is harder to eradicate. Many gentlemen who feast daintily on caviar content themselves with the sensational newspaper or the trashy novel. Are they superior to the hired laborers who feast on boiled potatoes and herring and onions and have a volume of the classics propped up before them while they eat? There are people who object to the uncouth manners of the alien. It would do us good to make a study of the natural history of the personal habits of the immigrants. There is a reason for the shrug of the shoulders, for the gestures that are so easily caricatured. They have a history, way back, that it would do us good to realize.

You workers in the libraries, you see the immigrant in hundreds, you see him off guard; for a man in his hours of relaxation is not posing; you see the alien as he is at least on one side of his nature. Let your neighbors know what you know about the immigrant. Whenever testimony is being taken on the subject, let your voice be as loud as any. Almost every day you will read in your favorite paper letters to the editor, about "the immigrant peril"; how the foreigners lower our standard of life, demoralize our habits, spoil the manners of our children in the public schools. Some of these things are true, to a certain extent. But you, under whose observation the immigrant comes, and the immigrant's children, ought to be ready with an explanation of many of these things, and you ought to be ready to suggest a remedy. You know what kind of homes these immigrant children come from, and that explains a great deal. You sit there and agree with me, I can see by your faces. You nod and you smile and you turn to one another, as much as to say, "That is so." Don't tell it to me! I know it!! Tell it to those who do not know it.

A few days ago I received a delegation of boys and girls from the nearest village high school. They represented the debating clubs of their school. They were preparing a debate on the subject of immigration, and who could help them except I? We talked very earnestly for about an hour at my fireside about this perennial question, and these young people took me at my word and were very much in earnest about what I had to say and in the way in which they received what I had to say. That is all right. As a subject for discussion in the high schools that question may be made immortal, but as a subject for national agitation it ought to be laid at rest. Why is it that certain questions have been settled once and for all and others are always being reopened? Those questions are settled finally which are considered in relation to their underlying principles. Let us not confine ourselves to the superficial aspect of the immigration question.

Every once in a while, when we come to moralize about these immigrants—there are too many of them, they come from the wrong quarters of the globe, and what not—let us ask ourselves, Is that the real thing that concerns us, or is there something at the bottom of this agitation that ought to receive attention first? Are we really afraid that the immigrant is going to take the bread from our mouths? If so, let us stop and think about it. It is the law of nature that the best man shall come out ahead. Are we going to stop the immigrant by temporarily locking the door, while we have possession of the key? It will not be for long. Right to the end it is going to be a struggle between the better and the worse, and the better will get ahead. We need not be afraid that the immigrants will take the bread from our mouths if we see to it that we are equally able or better able than they to earn our bread. It is said they are taking the earth from under our feet. Not if we are strong enough to stand and hold our ground. If they are getting the better of us, it is because they are better than we, or else, if that is not so, then they can not be getting



the better of us, and we need not be afraid of them.

We will never settle this question until we are willing to consider it along fundamental lines. Did our forefathers, when they launched the declaration that all men were created free and equal, refer to the few hundreds or few thousands of people who were then in this country? Why, in that case, many of you are here only as guests! Was there any thought in their minds that of all the people in the world, those who happened to get in here before they set to work to compose the Declaration of Independence were the ones who were born free and equal, and with equal opportunities, and all the rest of mankind with limitations? You heartily approve the sentiments expressed in our Constitution and our Declaration of Independence. How then can you limit the application of their principles? When did the day dawn when it was time to shut the gate? When did the hour arrive when we could say that all those of free and equal origin were already here and the rest could stay outside? I don't know at what moment immigrants begin to be immigrants and not pilgrims and voyagers for spiritual freedom.

People were surprised at a phrase I used not long ago, and quoted it right and left, as if I had made a great discovery, when I said that every ship that brings over the immigrants is another Mayflower. Why, I can not think of it in any other terms. Ships are now made to run with steam instead of with sails, and our forefathers did not come in the steerage because the Mayflower wasn't built that way.

You see I am not sticking to my text—a proof of an inexperienced speaker. But I am not a speaker. I am a witness on the witness stand. I have been called from the ranks to testify. Now each of you is in the same position. It would have been an impertinence on my part to get up before a body of scholars without a finished address, if I had any idea that I was going to make an intellectual contribution. I simply answer to my name as a witness,

and each of you can do no less: testify to what you know. Now remember I am not asking this for the sake of the immigrant. If this were the proper time and place I would tell you just how, in what order, my interest in the immigrant on the one hand and in America on the other developed. With me it was America first, and it still is so. I was not conscious of the immigrant as a special class of our citizenship until I became conscious of certain American problems. It is with me the immigrant for the sake of America, not America for the sake of the immigrant, and I beg you to believe me. And why do I insist that all the truth you know about the immigrant shall be brought out? I am not speaking—I can not repeat it emphatically enough—because I am an immigrant, not even because I represent that specially large group of immigrants, the Jews. If America should go back on its ancient traditions and close its hospitable doors, the Jews would suffer bitterly. But what is one more disappointment in the history of the Jews? They have known how to lift up their hearts and thank God for disappointments before. They would simply adopt another dream. It is not for them that I speak. Nor is it because I am a great lover of justice. I want to see that justice is done to the stranger, to be sure; let us know all sides of the immigrant that no injustice may be done. But the thing that makes me speak to you more than any other is my love for America, for the ideals that I was taught to cherish in the public school. I took everything in my school books literally; when I read that this is the land of freedom; that the door is open to all worthy men and women, and that all shall have an equal opportunity. I want to hold you to that, to a literal interpretation of those terms.

I went back to Russia two years ago, to Polotzk on the Dvina, the city in the Pale where I was born, and again I felt as I felt in the beginning, when I first came here, after seeing how those people over there regard us. They still take us at

our word. When we turn them away at the gate, for this and that petty excuse at the bottom of which is some selfish motive that we do not dare to acknowledge, they are bitterly disappointed. And yet they are not the worst sufferers. It is we who suffer, we as Americans, for in turning them away we abandon our ideals, and lose the consciousness that we are still conserving the ideals of our forefathers. It always seems to me that in our attitude towards the immigrant, more than in any other branch of our national policy, we make manifest our true ideals. In our formal dealings with foreign governments we may make blunders, we may betray weaknesses, but on the whole these matters remain a secret with the foreign ambassador. The people at large do not follow very closely these dignified negotiations about treaties and tariff and what-not; but as we meet these individual men and women at the gate, here we give ourselves away. There, at the gate of entrance, we, the people of America, deal directly with the people of the world. The immigrant with his million eyes is looking at us, and he will tell whether or not we still believe in the things for which we honor our forefathers on all our patriotic anniversaries.

There was a young Jewish girl working in my household as a cook, who had been through very unhappy experiences in this country, experiences which, unfortunately, have been multiplied in the lives of many other girls who come here unprotected. She told me her story once, and I saw that what hurt her more than her own misfortunes, more than the agony she had been through, more than the disgrace she had suffered, was her disappointment in America. She found that in America, in this instance that she knew of in her own life, a man may do a gross wrong and there is no way to get hold of him and punish him. She had times of discouragement when she would talk to me and complain of that thing. Oh, it shook me to find that in the mind of this ignorant, illiterate child of seventeen, we, the American peo-

ple, had lost something of our prestige. I talked to her—perhaps the need inspired me—and explained to her that our laws, like the laws of civilization at large, are not yet perfect; that law and civilization are things of gradual growth; and showed her that although we are still to blame for many things that here exist, we have done far better than other people in some respects. I made it my business to try to prove to this ignorant Russian girl, my cook, who waited on me every day, that America was still America, despite some mistakes and some failings, and that, on the whole, we have gone further in the quest of justice than other nations. It mattered to me that this one girl should think we were still Americans, and surely it matters to you just as much.

Do not let these millions that come to our gates get the wrong impression of us. Do not let people with selfish interests to serve, who send representatives to Congress, speak louder than you do when this question comes to be discussed. Let the truth out every time. For the sake of our country I am asking it, not for the sake of the unfortunate foreigners. We owe them something, as a people of charitable heart, to be sure, but we owe more to ourselves and to our traditions.

This same girl of whom I speak also afforded an illustration of some of the nobler traits of many of our immigrants that you are aware of, and that you ought to testify to. I mean the reverence for learning that is found among the ignorant, the illiterate, of many of our immigrants. This girl who could not read or write a word in any language until she came to me (when gradually, by means of the cook-book, she made some progress), had a genuine reverence for learning, which is in itself half of the material for making a scholar. I kept her pretty busy in my household, as I usually do keep our maids; and sometimes, when there would be a rush of more work than I could do, I would put her to extra trouble, to bring my luncheon upstairs, perhaps, when I could not stop for meals. "Oh, Miss Antin," she used to say,

"it is wonderful that I can wait on somebody who can write books!" A respect for letters such as this is not one of our prominent characteristics as Americans. I ought to have the courage of our foreign visitor, who told the truth about his people. I can do no less. We can not boast of too much reverence for learning. Is it not a great asset these foreigners bring with them, this reverence for learning? The man behind the pushcart can't read fifty lines of the Constitution, but his heart bows in reverence before the man who can, and that is worth more than the ability to read the Constitution and forget it.

There are so many ways of classifying the immigrants—as laborers, as a peril, as a help, according to one's point of view. But I always think of them as a cloud of witnesses in the tribunal of the nations. They go back and forth, in person or through letters; their experience is reported all over the world, and they tell the truth about us. The immigrant is the only visitor, you know, who comes to stay and finds us out. The tourists, the critics, the honorable guests of various honorable institutions, who are taken around in carriages and shown our best front, what do they know about us? The letters home that go out from the East Side, shiploads of letters, some of them written at dictation, sent by persons who cannot write themselves—I used to write letters for my cook; I have never forgotten some of them—those are the documents that go all over the world. They are forming their opinion of us in the far corners of the earth. What shall they say of us?

If you see that justice is done in the case of the immigrant, they will have no evil to say of us. Our traditions of liberty, of hospitality to the oppressed, will be realized in the eyes of the world.

Now it does not matter that the immigrants today may not be running away from religious oppression, or may not be victims of political martyrdom. Martyrdom of the worst kind is martyrdom of the spirit, and immigrants who have suffered such martyrdom are still coming to

us by the shipload. It is accurate to say, in a certain way, that the immigrants in the beginning came in search of liberty, and today they come in search of bread. That may all be, but with most of our present-day immigrants, if you give them bread and nothing else, they are not satisfied. You know it. And I know what the people said in Polotzk only two years ago. If any of you thought, from reading my story, that I had put down the reminiscences of my early childhood, with the haze of the past over all, that I had idealized everything in my enthusiasm, I can assure you that while my story was in manuscript I went back to Polotzk, to find out if I had told the truth, and I found that I had. I found there my old rabbi, my teacher who taught me my Hebrew letters. I talked with various of the old scholars, who were very old when I got back after seventeen years' absence—these old men who spend their time over the Talmud in the corridors of the synagogues—and I found among them just that attitude toward America which I remembered to have existed when I came away nearly twenty years ago. They look on us today as on the upholders of justice and true liberty. They still believe in us.

Do not let them lose that faith! It is more to us than it is to them that they shall be satisfied in their high longings. That is all I ask of you. You know the immigrant as he is in the library; you have a view of him that most people have not. You send your little paragraphs to the New York papers. They are not printed big enough. Nobody sees them. Speak up and tell what you know about the immigrant, that justice may be done, that we may remain sound-headed and true-hearted in our national life, true to our traditions; and the immigrant will hear with a million ears and see with a million eyes and run with a million feet to the far corners of the earth, to cry that America is still America.

The FIRST VICE-PRESIDENT: I shall ask you to rise as an expression of thanks and appreciation of Miss Antin's address.

(The audience remained standing for a moment.)

The next speaker will discuss the subject of immigrants as contributors to library progress. It gives me very great pleasure to introduce to you Mrs. ADELAIDE B. MALBY, who is in charge of the Tompkins Square branch, on the lower East Side, of the New York public library.

#### IMMIGRANTS AS CONTRIBUTORS TO LIBRARY PROGRESS

I should prefer to let Miss Antin's personality and accomplishments bear home to you the point I had hoped to make; and silently let what she has said to us possess our imaginations to the end that our interest and will-to-do will be vigorously stirred. Fortunately, this will happen in spite of my words.

A little girl with a fairy book in her hand gleefully remarked: "I can tell what kind of stories are in the book by the continents." Would that we could so tell the stories of our peoples! Yet the story of immigrants in this country is not unlike that of the "Ugly Duckling;" and Miss Antin is living proof of the swan-like qualities. We, as a nation, have persisted in hatching the odd egg; have been apparently proud of the duckling's ability to swim untaught, like other ducks; and were duly troubled, when because of his unlikeness, he was not acceptable to closer acquaintance with cock and gander in the barn-yard. We have witnessed, with but feeble protest, his struggle to feel at home, his association with wild ducks and all it entailed. It seems as if the winter of his agony is enduring. He's had a stirring within as of something better to come! The question is will we make greater effort to recognize the swan-like qualities and to give freedom for their development? In this direction lies progress.

As contributors, I shall not single out great personalities from among our foreigners. They will belong to history. Nor do I mean only the well educated groups. They are generally accorded recognition.

But I do name the masses who earn just consideration slowly.

First of all, immigrants have kept us alive in every generation. Shall we say on the "qui vive" in some localities? All agree that living is no minor art, so to stimulate life is a contribution. Frank Warne in his book, the "Immigrant Invasion," tells how the distribution of immigrants previous to our civil war practically determined the outcome of that struggle, by giving to the North balance of power in Congress because of larger population, which was made up of able-bodied men who replaced Federal soldiers and kept shops and farms going to furnish supplies to the army. It is interesting to note that Mr. Warne ascribes the trend of immigration to the north and west very largely to what was read in the old countries about life in different parts of America, mentioning "Uncle Tom's Cabin" as the one product of literature most influencing distribution.

Cold statistics tell us that New York, Massachusetts, Pennsylvania, New Jersey, Illinois and California have the greatest number of foreign born. With this as a basic fact we naturally suppose that in these states, at least, public libraries will be found catering to and helping to Americanize and to educate these citizens-to-be; because, if for no other reason, we proudly call ourselves the "university of the people." If the truth were told through questionnaire, or otherwise, about twenty-five out of one hundred libraries throughout New York state are sufficiently alive to the problem to supply books to attract and interest foreigners. Yet for twenty years, at least, the task of assimilating the almost overwhelming influx of immigrants has been acute in the states named and in many localities elsewhere. A gentleman working for the education of foreigners in American ways has said that he thought libraries seemed most indifferent to their opportunities. While another, a foreigner, devoting himself and two fortunes to bettering conditions for immigrants, thinks that public libraries, when they do work

sympathetically—I mean that in the broadest sense—with the foreign born are the only organizations which accomplish with real altruism the implanting of American ideals and the developing of better citizens. This, he believes, is done when we appreciate and build on the natural endowment of the individual or race.

Since the national government has been facing this stupendous problem, commissions and organizations galore, official and philanthropic, have sprung into existence as aids. So many are there in New York City alone, a possible list would bewilder one! Yet in how many reports of such work when educational assets of communities are being cited, is there mention made of libraries as a force in educating the immigrant? Through libraries, however, more than through most educational agencies may self-expression and development of natural gifts be realized by individuals of all ages and nationalities. Where does the trouble lie? Have we been open-minded or eager enough to discover the excellent contributions foreigners bring to the end that we respond to live issues, thus building progressively?

Old habits can be changed to new compunctions. There is no standardized method of discovering or of spiritualizing men, of holding intercourse with aliens or of receiving what they bring; but we can develop sympathy and understanding, by knowing the people as individuals, their countries, literatures, languages, arts, great national characters—in a word, their histories, even to economic conditions. Thereby do we come to an understanding of reasons for immigration of the present day and of aspirations for life here. Thus equipped mentally for further sympathetic appreciation, first hand observation of conditions will help; or if that is not possible, an imaginative putting ourselves in the immigrants' places from the time they leave their old world homes with all their worldly goods in their hands and, in spite of homesickness and fears, with courage and hope in their hearts—with them as they exist in their steerage quarters and with

them when they pass through the portals and mazes of Ellis Island, in the main uncomprehendingly but always trustfully. I can not attempt here to draw the detailed picture; but if you cannot see it for yourself, Mr. Edward Steiner gives it graphically and faithfully in his "On the Trail of the Immigrant." At last, the Federal government accessions the immigrant. He is passed on, properly numbered, to be shelf-listed by states, cities and towns, coming finally to libraries and other institutions to be cataloged. It remains to us then to decide for our own work whether there shall be one entry under the word "alien" or whether his various assets shall be made available by analytical entries.

Somewhat of all this we must know to appreciate what the immigrant can contribute to life here, and to library progress, if we are wise enough to call it forth or make opportunity for its expression. It is vain to hope for the assimilation of the alien as a result of conscious benevolent effort. We too often forget that each of the hundreds of thousands is a human being! With a sense of the finest they can bring with them, we should have an increasing knowledge of how they live here, what they think and how these elements can be influenced by books and personal contact. The pressure of a congested neighborhood goads to thoughtful search for remedies.

No one will go far along these paths without realizing how avid libraries must be to reap the benefits of such diverse gifts, rather than to suffer from the dregs. We must correlate books and people as never before to attain progress.

"If we once admit the human, dynamic character of progress, then it is easy to understand why the crowded city quarters become focal points of that progress." As an earnest of what is being done in many libraries elsewhere, may I tell of our work in New York, of that only because I know it best. What has been done in one place and more, can be done in another through interest, desire and adaptation.

The necessity of having the library near

the people for whom its use is intended is, of course, recognized. This is more especially true when the people are foreigners. The New York public library has forty-one branches and all that are located in districts where foreigners live have, beside English books, collections of books in languages native to the residents. By so doing we believe that we convince of our friendship those adults who do not and even those who may never read English. This is a fundamental necessity, opening up various possibilities for imparting American ideas and ideals. The less English the grown people read the more they need knowledge of true American ideas to help keep them in touch with their children, who rapidly take on ways and manners strange to their parents, many of whom are uncomprehending, reticent and often sad. We go still further. We have assistants of the nationalities represented in the neighborhood, whose special duty it is to make known to their peoples the library privileges, also to know their people individually as far as possible and, of course, the books. Right here may I say that a foreign born assistant imbued with respect for her own countrymen and with true American ideals can in her enthusiasm do more to make real citizens than many Americans. This cannot be accomplished if, as happens with so many young foreigners, their own people as we see them in this country, are held in contempt. It were pity to scorn the strong qualities they possess, these "Greenies," as they call themselves. They live daily too close to the vital facts of existence to develop self-consciousness or artificialities to any great extent. We talk of simplicity. They have it. Courage, singleness of purpose, happiness in modest circumstances and astonishing capacity for work are elements of everyday life unconsciously developed. Their wealth of imagination, fostered by their own folk-lore and early traditions, could not be more wonderfully illustrated than it has been just recently in New York. The majority of us think of New York and other large

cities as vast factories with the machine-like and vicious qualities of human nature uppermost, so it is most refreshing to contemplate "Old Home Week in Greenwich Village" and the "Henry Street Pageant."

"Old Home Week" successfully recalled Greenwich Village history in a dramatic way to its residents—American, Irish and Italian—and aroused a new sense of fellowship in sharing the district's activities.

To celebrate the twentieth anniversary of the Henry Street Settlement, a pictorial representation of the history of the neighborhood from the days of the Indians to the present time was given by its residents—men, women and children—before an assemblage of spectators from all parts of the city and representative of all its activities—civic and social. The last living picture, or episode, was of all the nationalities that have lived in the last fifty years in Henry Street, once the center of Manhattan's fashionable life. The Irish, the Scotch, the Germans, the Italians and the Russians appeared. They sang the songs and danced the dances that contribute so much poetry to the life of the city, while onlookers marveled at the temperamental qualities which made it possible for foreigners to reproduce with unconscious realism historical scenes of a city and a country not their own!

Such neighborhood pageants as this and the celebration in Greenwich Village, exert a wholesome and a permanent influence in our municipal life. In both these events the libraries of the neighborhoods took part. The library aimed to show that folk-songs and folk-dances are kept alive by folk-stories. The contrast between old New York and the present time was shown by the use of historical scenes—lantern slides—and a story; in the one case reminiscent of early Dutch settlers and in the other a poetic interpreting of the spirit of service in municipal life. Those planning the pageant felt that this was a direct help in making atmosphere or in inducing an interpretive mood in participants. Festival occasions like these bind together by national ties the people and

institutions of a neighborhood and are rich with possibilities for the library. To a delightful degree they broaden our understanding of the folk-spirit.

So it seems natural to have stories in the library told by foreigners in their native tongues. From time to time we have groups of Bohemians, Germans, Hungarians, Italians listening to old world traditions and tales. Knowing the original and the translation enhances the value of the story in English for narrator and listeners. Through these story hours we are reminding the foreigner of his unique contribution to life here, and are showing our respect for his best. For a simple example, our picture books and book illustration in general do not express life as vividly or realistically as Russian, Bohemian or Swedish artists do. Having some of these in our juvenile collections has been a distinct contribution to establishing sympathetic relations with foreigners.

Yes, it is true that the Italian laborer loves Dante and Italian classics. It is relatively true of other nationalities. If we take for granted that we should know and libraries should have, French and German standard writers—and this largely because their literature is older, more translated or their languages better known—may we not also take for granted that literary history is still in the making? Should we not bestir ourselves to know latter-day masterpieces, if such there be, and the older literature which has helped mould or inspire writers of them, in Swedish, Finnish, Bohemian, Polish, Hungarian or any other language spoken by the people surrounding us? Perhaps the need of realizing what these literary contributions may mean can be emphasized by the fact that in one week, June 2 to June 9, 1913, thirty thousand souls, nearly five thousand daily, passed the man at the Eastern gateway. Eighty per cent or thereabouts are going beyond New York City these days.

Is the Hungarian's enjoyment of Jokai or their patriot poets for Hungarians alone? One can better appreciate how to sustain effort and enthusiasm in a person

or a group of this nationality if one knows that much of their best poetry came almost from the cannon's mouth on the field of battle; and if one has seen the glistening eyes and heard the voices of kerchief-capped girls and boys in trousers to shoe tops as they sang in ringing tones "Esküszünk!" and then heard their national song in English for the first time. At home they may not celebrate their Independence Day, March 15; but when they are invited to, here, in the library, they do it with much genuine feeling and true sentiment, which I believe leads them to appreciate and adopt as their own our Independence Day. Through such as they, perhaps, patriotic sentiment and feeling may once more be evident in our Fourth of July celebrations.

If we try to think of a library without the contributions of writers of other nationalities, we must face almost empty shelves in some classes of knowledge. This makes us realize more clearly that immigrants have rich possessions by right of inheritance while these are ours only by adoption. Some of the newcomers to our shores may have lost their heritage temporarily; but they will warmly cherish as a friend the library that restores to them this valuable possession and for us that friendship is preeminently a contribution.

There are other special ways in which the library seems happily successful in forming such friendships. With adults it comes through our co-operation with neighborhood associations, or organizations working for the benefit of foreigners, such as the Y. M. C. A. and Y. W. C. A. who conduct in our lecture rooms classes to teach English to foreigners. In these instances it is our pleasure to supplement with books the copies treated. The book work is, perhaps, most marked in connection with the English classes where we have opportunity to watch progress and needs of the individual more carefully from the time when an eager pupil may ask, as one did, for a book called a "Woman's Tongue" wanting Arnold's "Mother Tongue" to his reading of Hale's "Man

without a country," perhaps, or Andrews' "The perfect tribute." There are also many semi-social, semi-educational clubs, or associations, which hold their meetings in the libraries. The Slavia is a Bohemian club, which has as its only meeting place the Bohemian department of one of our branches. Its members have done much to help form a splendid Bohemian library. Several Hungarian associations work in co-operation with three branches, where are collections of Hungarian books. A large Polish society gives its educational lectures twice a month in one branch and its advice in the selection of books; but perhaps the "German Association for Culture" best illustrates my point. They state: "We are working for culture, and we aim to give the Germans in America and the Americans a better understanding of our contemporary German literature and art. We are bending our efforts more particularly for our members who as artists, poets, writers, etc., are producing valuable works. And we want to help as much as possible those talented artists, poets, etc., who are not yet known." Their distinction is that they succeed! Even in the et ceteras!

As concrete instances of other possible contributions by foreigners to library progress, I want to tell of the discussion of one City History Club chapter and the action of a settlement organization. The membership in both is composed of foreign-born young men from sixteen to twenty years of age, and both groups interest themselves in present day civic welfare. The Settlement Club wrote to the mayor, comptroller, library trustees and several daily papers a dignified plea for increase in library appropriation and in salaries. The year's closing meeting of a certain City History Club was a discussion of the city budget, the club members representing New York's mayor, aldermen and comptroller. The main contention of the majority was that cutting the appropriation of the public library meant seriously handicapping one of the city's most efficient servants and they ended with a warm

appreciation of service rendered by library assistants and a vigorous plea for better salaries. This was later reproduced for an audience of representative citizens by the City History Club as a token typical of their work. Both these happenings came as complete surprises to librarians. It seems as if in their eagerness to "get on" young foreigners, especially, seek and use every possible public means for advancement. They soon appreciate what good service means and how to get it. They make us feel toward what ends they are tending and suggest definitely our part in the building for civic betterment.

To sum up, immigrants do bring very rich contributions in arts and literature. They bring many capabilities, that of acquiring intellectual cultivation being not the least among them. I am not blind to the seriousness of the problems they create, having worked among them about ten years; but the conviction strengthens that knowing and understanding their racial and social inheritance and first hand contact with groups of individuals stimulate to broader thought and living. It is not an argument! It is a suggestive statement! Immigrants can contribute to library progress.

The FIRST VICE-PRESIDENT: We will now have a paper from Mr. CHARLES E. RUSH, the librarian of the St. Joseph public library, on

#### THE MAN IN THE YARDS

This great country of ours has become within the last century a huge "melting pot" for all the nations of the world. Foreign and English speaking tongues from the four corners of the earth have sought our shores as a haven of relief and opportunity. No other nation has experienced a like growth and none other has ever gained the changing cosmopolitan characteristics which have come to us from such widely differing component parts. Those of us who call ourselves Americans owe our life, liberty and happiness to the conditions which brought about this great growth and upon us devolves the great



burden of relieving many of the unfortunate conditions which naturally result from the continued and increasing wave of humanity still seeking better things in our so-called land of freedom and equality.

During the past ninety years nearly thirty millions of people have entered our immigration gates, adding to our numbers more inhabitants than the total population of the United States three score years ago, and almost one-third of our present total figure. At the close of the year of 1912 the total and combined population of five states of the Union did not equal the number of immigrants admitted during the preceding twelve months. Eighty per cent of these thirty millions arrived during the last fifty years. Eighty-seven per cent of them were more than fourteen years of age, while only thirteen per cent were under fourteen. These figures easily demonstrate that the problem is a growing one and that the large proportion of new arrivals are destined to become citizens and parents of future citizens in a short time. Our past policy of devoting our greatest efforts to the thirteen per cent while largely neglecting the eighty-seven per cent seems very similar to the losing method of mending a leaking boat by removing the water with a sponge rather than by repairing the hole.

Economists tell us that the "rise and fall of the immigration waves are very closely connected with the phenomenon of prosperity in this country," and that the general causes of westward expansion lie in the presence of foreign political and religious persecutions, low wages, bad economic conditions, ease of transportation, inflated rumors of great opportunities in America, and the appeal of separated friends and relatives.

The early immigrants, being largely of Teutonic and Keltic origin, were thrifty and self-reliant by nature and entered our American life as skilled workmen in agriculture and in the trades. In the last quarter of a century the source of the tide has changed from the northern to the southern countries, resulting in a far different

type of foreigner who is generally unskilled, lacking independence and initiative, and blindly submissive to authority. Many come from nations with a per cent of illiteracy rising as high as seventy, and notwithstanding the fifty per cent decrease in the total percentage of illiteracy in this country during the past thirty years we must face the fact that some twenty-eight out of every one hundred of the new arrivals over fourteen years of age are annually classed as illiterates. In the future we may expect to receive an increasing flood of immigration from China, Japan and India, with problems and conditions even more perplexing.

Some say that the incoming foreigner directly affects the entire laboring class native to America in that he adds materially to the supply of wage earners, lowers the scale of wages due to lower standards of living, changes working conditions through the subdivision of labor, modifies labor organizations, influences local and national politics and increases social difficulties. It has been said that "low standards of living on the part of unskilled workers menace the higher standards of the skilled workers. The man of skill is recognizing this fact and he is frequently found joining hands with the unskilled to right the grievances of the latter. In the cotton mills, in the meat packing industry, in the coal mines, in the clothing industry and elsewhere, one nationality has been displaced by another satisfied with a lower standard of living. In turn the second has been displaced by a third, and so on. Wave after wave of immigrants may be traced in the history of one of these industries. As rapidly as a race rises in the scale of living, and through organization begins to demand higher wages and to resist the pressure of long hours and over-exertion, the employers substitute another race and the process is repeated. Each race comes from a country lower in the scale than that of the preceding until finally the ends of the earth have been ransacked in the search for low standards of living com-

bined with patient industriousness." (Carlton).

Our civilization cannot remain unaffected by these changing characteristics and the threatening, industrial conditions confronting us. With the army of the unemployed rapidly growing larger and larger, it behooves the American nation to encourage immediate consideration of ways and means to prevent unfortunate results in our industrial, political and social life.

The national government, being concerned chiefly with the admission or rejection of the immigrant, quickly places him under the care of state and local governments, who are duty-bound to assume the entire responsibility of developing him into an efficient worker and a good citizen. The regulation of private employment agencies, protection of the foreigner in transit, adoption of standard employment laws, creation of municipal unemployment commissions, etc., indicate that state and city governments are beginning to respond to this duty of offering more sympathetic understanding, more adequate care and better protection to the newly arrived, confused, unemployed and homeless immigrant. These governments are slowly realizing that their obligations have been sorely neglected in the past when such problems were wholly consigned to the well meaning but quite inadequate field of private philanthropy. Public libraries, as departments of city governments, concerned with the dissemination of knowledge of the masses, must soon realize their large responsibility in the naturalization, education and socialization of our foreign born population. It is very gratifying to announce that the state of Massachusetts has very recently taken the lead in this particular field of service by the passage of an act authorizing the appointment by the Board of library commissioners of a field worker to direct the educational work of libraries among the aliens of the state.

Libraries, like human beings, can reach a high point of efficiency and service in a particular line only when that line is

encouraged and promoted. The development of libraries favoring certain classes of citizens has been quite general and extremely successful. Much has been said but comparatively little has been done for the foreigner among our laboring men. The "man in the yards," the unskilled foreign wage-earner, being taxed, while needing more and receiving less from society than others, "has done much of the rough and hard work of recent decades. He has built the roadbeds of our railways, mined our coal and iron, unloaded our vessels, and cleaned our streets. The recent immigrant has performed the crude manual labor necessary for the upbuilding of big industrial plants and huge transportation systems. His services in developing the resources of the nation have been extremely important. Many industries would be almost depleted if divested of all wage-earners of foreign birth and those born on American soil but of foreign born parents. If the foreign born and the native born of foreign parents were removed from our large cities, the latter would shrink to approximately one-third of their recent size." (Carlton.)

This "man in the yards" with whom "intimate contact removes prejudice, inspires appreciation and kindles self-respect," displays an astounding amount of seriousness and earnestness in his desire to learn and to improve himself when once informed of the possibilities in our libraries. Very often he finds his chief delight in the best of books, like a child calling for good instead of new books, and many times he is not as dull and as ignorant as generally supposed, being more appreciative of better things than our average native laboring man. The opportunity is a great one to be of practical and inspirational help to an eager reader seeking to increase his earning power and joy in life, and to learn of the higher ideals of citizenship and the coming brotherhood of all.

In order to devise worth-while methods of approaching him and securing his interest, place yourself in imagination in similar surroundings and conditions on a foreign shore. Only through direct appeals

touching your personal needs, pleasure and occupation would you be attracted in like circumstances by strangers. The same is true with our new Americans.

Foreigners who speak the same language largely settle in the same locality and move from place to place in groups. A thorough educational survey of these groups in the community tributary to the library or branch is of first importance to determine the characteristics, conditions and needs of each group. Whenever it is possible an experienced library and social worker should be employed. The advice and assistance of factory managers, labor leaders and social workers cannot be valued too highly. Following these steps branch and deposit stations administered by local assistants may well be located in favorable shops, yards, factories, settlements, centers, and labor headquarters, without arousing undue suspicion among the men, even more extensively than in many of our progressive library systems today.

The formation of the recently named "Creative" or "Extension" departments and the appointment of one or more trained assistants to create interest and regularly visit and supervise the library work in each district, group and institution will soon become a customary feature in the large cities. I firmly believe that it will not be many years until our large manufacturing institutions employing much labor will construct recreational centers in their plants equipped with social, reading and gymnastic departments sufficient to meet the needs of their employees. Furthermore, I see little to discourage the establishment of traveling library collections on wheels, visiting certain districts on scheduled time, after the manner of the now famous Maryland wagon and automobile. In libraries near foreign centers special departments are needed to supply practical and simple information in different languages on requirements for naturalization, instruction, employment, investments, American customs, travel and history, demands of law and order, Ameri-

can money and banks, and friendly advice on many things of fifty-seven or more varieties.

The development of our present line of tactics, including the presentation of lectures emphasizing the possibility of increased wages through practical reading, the formation of classes in the study of English, the promotion of special foreign entertainment programs and exhibitions, the extension of the library habit to adults through publicity directed to their children, the publication of daily news for workers by means of special library papers and the general press, the creation of more effectively printed library advertising done in many languages, the co-operation with individuals and societies promoting educational, social and recreation centers, etc., will open a new era in library service for foreign laboring men.

A great number of specialized and technical industrial books may not often be found necessary in library collections, since the great need among this class of readers is a large supply of trade journals and more elementary mechanical books for the unskilled workman, the student mechanic and the future tradesman.

On the other hand life as well as livelihood must be considered and met. All men must live while they are earning a living and in these days they must be trained for vacation as well as vocation. The tendency today is to place too much emphasis on the daily struggle for livelihood and to neglect the hours of life during leisure time. In defense of the "man in the yards" the crying answer returns, "but what of the man whose soul-deadening toil leaves little or no time for leisure or whose daily labor kills all mental and physical desire for leisure, rest and improvement." This cry will return again and again until all labor shall be so equalized that all men will have more of what life offers and less of what it demands. Those who work on specialized labor done under intense strain and through long hours are destined to become weakened, brutalized and almost incapable of showing intelli-

gent interest in social-betterment. Even "family life," the first school of morals, is a closed book against the man who comes home dead-tired late at night.

Consider some of the perils through which the working boy must pass from year to year, such as economic waste in uneducational trades, stunted physical development, early maturity, suppression of the spirit of boyhood, indifference towards knowledge and efficiency, personal weakness, and delinquency. The dire results due to these perils are well illustrated by the following replies made by a number of Chicago factory children when asked why they quit school:

"Because it's easier to work in a factory than it is to learn at school."

"You never understand what they tell you in school and you can learn right off to do things in a factory."

"They don't call you a Dago."

"You can buy shoes for the baby."

"Our boss he never went to school."

"School ain't no good. The Holy Father he can send ye to hell, and the boss he can take yer job away er raise yer pay. But the teacher, she can't do nothing."

Is it not true that greed, selfishness, privilege, injustice and neglect are five of the great sins of civilization? These obstructions to progress are largely due to ignorance and indifference, two causes which are in themselves as great evils as their results. In order to attain the best of social conditions, positive cures must be found for these devastating evils—cures that will replace greed by liberality, selfishness by the brotherhood of man, privilege by equality, injustice by justice and neglect by service—cures that will transform ignorance and indifference into clear-eyed knowledge and active responsibility. Laws and revolutions have failed more miserably than we enjoy admitting and only through the far reaching, beneficent influences of education and religion may we expect to touch the roots of these great evils.

Is it possible that many of our public li-

braries, who reach the individual and his family long before and for many years following the efforts of our public schools, can consider themselves excused from a large part of their responsibility in the educational movements now striving to improve the physical, mental and moral conditions of these men who suffer for want of better things? How can it be that some librarians stand by indifferently and heed not the cry of need from these weaker members of society, who, with their distinctive and curable social difficulties, have been left alone to carve their own destinies, unappreciated and unaided? The time is near at hand when everyone shall recognize that it is the "common right of all men to share in the culture, prosperity and progress" of society, and that the conservation of life by raising it to its highest value is to be the cry of our new era of heightened individuality.

In his inaugural address President Wilson uttered these accusing heart searching words: "We have been proud of our industrial achievements, but we have not hitherto stopped thoughtfully enough to count the human cost, the cost of lives snuffed out, of energies overtaxed and broken, the fearful physical and spiritual cost to the men and women and children upon whom the dead weight and burden of it all has fallen without mercy the years through. The groans and agony of it all, the solemn moving undertone of our life, coming up out of the mines and factories and out of every home where the struggle has had its intimate and familiar seat, have not yet reached our ears."

The "vision of the open gates of opportunity for all" must first be seen by those who lead before they who follow can dream dreams and go forth to realize them.

The FIRST VICE-PRESIDENT: The next speaker, who is now the librarian of the Rochester public library, was for many years librarian of one of the most important libraries south of what Mr. O. Henry was accustomed to call "Mason & Ham-

lin's Line." I have the pleasure of introducing Mr. WILLIAM F. YUST, who will speak to us on

#### WHAT OF THE BLACK AND YELLOW RACES?

The form in which this subject is expressed is first a question asking for information which has never before been collected. Possibly there is in it also a mild challenge to library authorities calling for a declaration of purpose and policy.

So far there is no indication of a yellow race problem in public libraries. When foreigners enter a field which is already occupied they do not produce a real race problem so long as they are so few in number that they are chiefly objects of curiosity.

It is difficult to understand how the Japanese can be a serious race problem in California where they constitute only two and one-half per cent of the population and own and lease only twelve one-hundredths of one per cent of the land. And yet it sounds as if there is trouble there. Whatever may be its nature and its causes, the difficulty has not extended to public libraries. The Chinese on the Pacific coast, as elsewhere, are seldom seen in a library. They live in their own quarter and hardly ever penetrate other sections of the city except for purposes of trade.

The Japanese who frequent the libraries are not numerous. They belong almost entirely to the student class and the books they take are used in connection with their school work. In some places they "appear to be more resourceful, more polite and more intelligent than the average high school student" with whom the libraries come in contact. As a class of patrons they are not only inoffensive but desirable.

While the yellow man is clearly not a problem in libraries, it is equally certain that the black man is a problem. This is especially true in the South. In northern libraries it is the rule to admit him without distinction. Throughout the South, with very few exceptions, the segregation

maintained in all social, educational and religious institutions is enforced in libraries.

This paper will deal primarily with the public library question. But account should also be taken of the institutional libraries to which negroes have access.

#### Institutional Libraries

The report of the U. S. Commissioner of Education for 1910 contains a list of 189 secondary and higher schools for the colored race in 16 states and the District of Columbia. Of these 160 report libraries aggregating 368,684 volumes with an estimated value of \$295,788. Following is a summary of the institutions and their libraries arranged by states. Of these libraries 84 have less than 1,000 volumes; 56 have 1,000 to 5,000 volumes; 11 have between 5,000 and 10,000 volumes; 6 have between 10,000 and 20,000. Two have 26,607 and 27,000 respectively.

	Schools Report- ing.	Vol- umes in Library.	Esti- mated Value.
Alabama .....	14	49,522	\$26,525
Arkansas .....	6	9,450	5,150
Delaware .....	2	1,900	800
District of Columbia	2	27,253	43,569
Florida .....	7	8,267	7,120
Georgia .....	14	49,025	32,181
Kentucky .....	6	3,950	2,350
Louisiana .....	10	14,353	16,051
Maryland .....	5	7,250	5,735
Mississippi .....	11	18,432	14,920
Missouri .....	3	4,950	5,500
New Jersey .....	1	35	25
North Carolina ....	20	16,560	13,097
Ohio .....	1	6,500	2,500
Oklahoma .....	1	9,75	1,450
Pennsylvania .....	2	19,500	20,500
South Carolina ....	16	27,600	21,000
Tennessee .....	11	30,025	17,935
Texas .....	8	13,550	17,830
Virginia .....	18	52,030	35,950
West Virginia .....	2	7,557	5,600
Total .....	160	368,684	\$295,788

Many of these collections except in the larger institutions, have been characterized as "so unsuitable as to be almost worthless . . . the discarded refuse of garrets and overcrowded store rooms, which should have gone to the paper mill, but was sent to these poor children through mistaken kindness."

These libraries are primarily for the use of the students, but they are usually open to the townspeople for reading and reference. While the people thus have access to a collection of books for consultation, it can not be said that they have the equivalent of a public library, even where the selection is good. It is a common occurrence, however, throughout the country for institutional libraries to operate against the establishment of a public library without acting as a satisfactory substitute.

#### General Attitude

The prevailing attitude toward libraries for negroes is one of indifference among the masses of both races. But the same conditions existed for many years and still exist in other parts of the country. The library must follow the school, it can not precede it. When it is remembered that the educational awakening of the South is of comparatively recent date and that anything like general education of the negro is still more recent, the small number of public libraries for negroes will not appear so strange. In a few places a vigorous demand has arisen. In a few places the authorities have not only supplied the demand but have endeavored to stimulate and enlarge it.

It may be said, however, that there are still people who think that the negro is incapable of education and that it actually unfits him for usefulness. Uncle Remus has a saying, "When you put a book into a negro's hand you spoil a good plow hand." This notion still lurks in the minds of a surprisingly large number of people, who cite the wretched condition and dense ignorance of millions of negroes

after fifty years of freedom. In 1910 thirty per cent of them were still illiterate. Libraries can not flourish in illiteracy as trees can not grow in a desert.

There are, however, oases in the desert, bright and shining examples of individuals, schools and whole communities, which have demonstrated the negro's capacity for the highest education and development. There is a growing disposition to afford him full opportunity for making the most of himself.

While some librarians are urging action, others shrink from it as from a disagreeable task. One is endeavoring to look at the subject of a negro library from the missionary standpoint and is trying to convince the trustees that such an innovation would be desirable, but finds it very hard to arouse any interest and enthusiasm. Another proposes to let the question alone till forced to take action. Another reports that the city is on the verge of the question. Another is having difficulty to find a central location for a colored library where white people do not object. One city with a branch library in a negro high school considers it an easy way out of a difficult situation. The authorities realize that the time is coming when these facilities will no longer be adequate. At present their funds are needed so much in other directions that they hope to be able to postpone this added expense for some time to come. One library having a special room for negroes never pushes this part of its work, but does only what it is compelled to do by city ordinance. Another where there is no race distinction tells how the library is overrun at times with negroes and what a drawback this is to the work.

Some lend books to negroes but do not allow them to sit in the reading room. This practice is not established by rule and regulation but rests on the disposition of the librarians to be helpful to all. Public sentiment will tolerate it in this form while it would rebel at an attempt to guarantee the same service in formal rules.

Table of Leading Cities

Following is a table of some of the chief southern cities showing their status with respect to negro libraries. The letter x denotes a negro educational institution having a library of 1,000 volumes or more.

City	Population 1910 Total	Negro Negro	Public Lib.	Remarks
<b>Alabama</b>				
Birmingham .....	132,685	52,305	No	
Mobile .....	51,521	22,763	No	
Montgomery .....	38,136	19,322	No	
<b>Delaware</b>				
Wilmington .....	87,411	9,081	Yes	Admitted to Wilmington Inst. Lib. without distinction.
<b>District of Columbia</b>				
Washington .....	331,069	94,446	Yes	Admitted to Pub. Lib. without distinction. 2 x.
<b>Florida</b>				
Jacksonville .....	81,640	40,020	Yes	Sep. room & sep. books in Carnegie lib.
<b>Georgia</b>				
Atlanta .....	154,839	51,902	No	4 x.
Macon .....	40,665	18,150	No	
Savannah .....	65,064	33,246	Yes	Small sep. lib. of little consequence.
<b>Kentucky</b>				
Covington .....	53,270	2,899	No	
Lexington .....	35,099	11,011	Yes	Draw bks. at same desk with whites; sep reading room; little used.
Louisville .....	223,928	40,522	Yes	\$30,000 Carnegie branch of pub. lib.; 2nd branch \$22,500 being built.
<b>Louisiana</b>				
New Orleans .....	339,075	89,262	No	\$25,000 Carnegie branch to be built. 4 x.
<b>Maryland</b>				
Baltimore .....	558,485	84,749	Yes	Pratt free lib. admits without distinction. 2 x.
<b>Missouri</b>				
Kansas City .....	248,381	23,566	Yes	Pub. lib. admits without distinction.
St. Louis .....	687,029	43,960	Yes	Pub. lib. admits without distinction.
St. Joseph .....	77,403	4,249	Yes	Pub. lib. admits without distinction.
<b>North Carolina</b>				
Raleigh .....	19,218		Yes	Sep. bldg. erected by city. Poorly supported.
<b>Oklahoma</b>				
Oklahoma City .....	64,205	6,546	Yes	Pub. lib. admits without distinction.
<b>Tennessee</b>				
Chattanooga .....	44,604	17,942		314 vols. placed in col. high schools as a beginning.
Memphis .....	131,105	52,431	Yes	Cossitt Lib. supplies books thru LeMoyne Inst. 1 x.

Nashville .....	110,364	36,523	No	\$25,000 Carnegie Branch to be builit. 2 x.
Texas				
Dallas .....	92,104	18,024	No	Branch of Rosenberg lib. in col. high sch'l. \$15,000 Carnegie bldg. under negro board.
Galveston .....	36,981	8,036	Yes	
Houston .....	78,800	23,924	Yes	
San Antonio .....	96,614	10,716	?	
Virginia				
Norfolk .....	67,452	25,039	No	This city has no pub. library.
Richmond .....	127,618	46,733	No	

#### Cities Having Colored Libraries

Charlotte, N. C., is the first and only city to build a library for negroes with its own funds. After erecting a \$25,000 Carnegie building it spent \$5,000 on a site and a separate building for negroes which was opened in 1908. But its only income for maintenance is \$400 a year from the city. Most of the books have been donated. In 1911 the librarian of the white library enlisted the interest of a Pittsburgh woman who collected about 600 volumes for it in the North. The librarian at Wilkes-Barre, Pa., sends it the best of her discarded books. From these facts one may infer what kind of standard is maintained.

The white library was incorporated by the legislature in a special act, which at the same time created a separate negro board. Several ineffectual efforts have been made to have the act changed to place the colored library under control of the white board and the supervision of the white librarian. This would undoubtedly result in greater efficiency, as now everybody including the colored board seems to be inactive and indifferent toward it. Its failure however can hardly be ascribed to the negro board alone because it is manifestly impossible with such resources under such conditions to conduct a library which would command the respect and the interest of either race.

Savannah, Ga., also has a small library for negroes. It was organized in 1907 and is housed in rented quarters, but very few persons seem to know of its existence. The city appropriates \$360 a year for it. In 1911 it had 2,611 volumes and 1,244

were drawn for home use. Its total receipts were \$375.77. At the end of the year \$35 was due the librarian for salary and there was a deficit of \$33.93. In 1910 Mr. Carnegie offered \$12,000 for a colored branch building and the city has promised an increased appropriation on the completion of the building. For a time the negroes tried to raise the money for a site by subscription, but so far they have not succeeded.

Jacksonville, Fla., has in its Carnegie building a separate room and books in charge of a colored attendant. Of its 81,000 population half are colored, but the negro registration is only five per cent and the circulation six per cent of the whole. No effort is being made to extend it. The opinion prevails that the arrangement is a mistake and that a branch library in the negro quarter would bring out a much larger use.

Galveston, Texas, has had a branch of the Rosenberg library in the colored high school since 1904. It contains 2,745 volumes. With a colored population less than one-fifth as large as Jacksonville it has twice as many borrowers but circulates only one-fourth as many books, 2,433 last year. This seems a very small number and does not bear out the theory that a separate branch enlarges its use.

In Memphis, Tenn., the Cossitt library in 1903 entered into an agreement with the LeMoyne Institute, a colored normal school, which furnishes the room, and the Cossitt library furnishes the librarian and the books, which number about four thousand added to a like number belonging to



the school. While these are used mainly by pupils and teachers of the school, it serves as the book supply for all interested negroes in the city and surrounding district.

The facilities thus furnished seem to meet the present demands pretty fully. Much depends on the librarian's attitude, which is helpful and encouraging. The circulation last year was 13,947 vols. The institute is erecting a new school building, which will provide better library accommodations.

Louisville, Ky., was the first to establish a full-fledged branch on a broad basis and to erect a separate branch library building for negroes. The original plan for ten Carnegie branch libraries, of which seven have been built, included two for negroes. The first of these was opened in rented quarters the same year as the main library in 1905. Three years later it was moved into the new \$30,000 building.

In its administration the colored branch is a part of the general library system and is under the supervision of the main library. The branch librarian, who is a graduate of Hampton Institute, and the two assistants are colored.

The branch serves as the reference library for the colored high schools and other educational institutions. It is in close co-operation with the grade schools through the collections of books which it sends to the class-rooms to be drawn by the pupils for home use.

It has an assembly room which is used for lectures, entertainments and numerous other public meetings, and two class-rooms for smaller gatherings. There is a story hour for children and several reading and debating clubs for boys and girls and adults. Through its various activities the library not only circulates books and furnishes facts but it is an educational and social center from which radiate many influences for general betterment.

Fine work is being done with children, who draw 68 per cent of the books circulated. An interesting account of it is given in the Library Journal for April, 1910,

25:160-61, by Mrs. Rachel D. Harris, a former teacher in the colored schools, who is in charge of this department.

When the branch was started eight years ago it was somewhat of an experiment and there was doubt and apprehensiveness all around with regard to the outcome of the undertaking. But it has been a pronounced success from the beginning. It has grown steadily until last year 73,462 vols. were drawn from it for home use. It has become so popular that the second branch is now under construction in the eastern colored section of the city.

The colored people are proud of this library and its achievements. Its opening marked an epoch in the development of the race which is second in importance only to the opening of the first colored free schools there in 1870.

Houston, Texas, also has a separate branch building opened last April. For the past four years it was maintained in a small way in the colored high school. The new building is distinctively a product of negro enterprise. Booker T. Washington's secretary called on Andrew Carnegie personally and secured the promise of \$15,000 on condition that the city of Houston would agree to provide not less than \$1,500 annually for its maintenance. The \$1,500 for the site was raised by colored citizens entirely among their own people. The plans for the building were drawn by a colored architect and its erection supervised by a committee of a separate board of trustees, which consisted of nine colored men. The librarian is a colored girl who is responsible only to the colored trustees. Although she and the trustees consult freely with the librarian and trustees of the public library, the latter act only in an advisory capacity to them. They are therefore justly proud of the library as their own achievement. It contains 5,000 volumes. From a colored population of 30,000 the registered borrowers were only 1,261 last year and the books drawn 5,117. These numbers seem very small, but no doubt there will be a large increase in the new building.

While the Houston method of management may contribute to the negro's self-respect and minister somewhat to the pride and independence of a few of their number, the wisdom of the plan may well be questioned. The results are bound to be inferior unless experience counts for nothing. It is unfortunate that so many cities in their first venture proceed with such disregard of the experience of other places. But the limit is reached when the same city repeats the process with a second board after one board has learned its lesson. This applies not only to the details of planning, erecting and furnishing a building but equally if not more to its operation, the selection, purchase and cataloging of books, the appointment of assistants and the transacting of its daily business.

The white public library boards of Nashville and New Orleans both have plans under way for the erection of Carnegie colored branch buildings, each to cost \$25,000. In Nashville the negroes are raising \$1,000 and the city is paying \$5,000 toward the site. In New Orleans the city will purchase the site. In neither of these places is there any public provision at present for supplying books to negroes.

In Atlanta, Ga., the leading educational center of the South for negroes, they are still without public library facilities, although agitation on the subject began over ten years ago. On the day of the opening of the beautiful \$125,000 Carnegie building a committee of colored men called on the library board. Prof. W. E. B. DuBois of Atlanta University acting as spokesman said:

"Gentlemen, we as a committee come to ask you to do justice to the black people of Atlanta by giving them the same free library privileges that you propose giving to whites. Every argument which can be adduced to show the need of libraries for whites applies with redoubled force to the negroes. More than any other part of our population they need instruction, inspiration and proper diversion; they need to be lured from temptation of the

streets and saved from evil influences, and they need a growing acquaintance with what the best of the world's souls have thought and done and said. It seems hardly necessary in the twentieth century to argue before men like you the necessity and propriety of placing the best means of human uplifting into the hands of the poorest and lowest and blackest.

"The spirit of this great gift to the city has not the spirit of caste or exclusion but rather the catholic spirit which recognizes no artificial differences of rank or birth or race, but seeks to give all men equal opportunity to make the most of themselves. It is our sincere hope that this city will prove itself broad enough and just enough to administer this trust in the true spirit in which it was given."

The chairman asked, "Do you not think that allowing whites and negroes to use this library would be fatal to its usefulness?" Another member of the committee replied that they did not ask to use this library nor even ask equal privileges but only some privileges somewhere.

The chairman then made these points clear: (1) That negroes would not be permitted to use the Carnegie Library in Atlanta; (2) That some library facilities would be provided for them in the future; (3) That the city council would be asked to appropriate a sum proportionate to the amount of taxes paid by negroes of the city; (4) That efforts would be made to induce northern philanthropists to aid such a library.

Later Mr. Carnegie offered to give the money necessary for the erection of a branch library for negroes. When the details of its administration came up for consideration the negroes demanded representation on the library board. This was positively refused and the proceedings were so completely blocked that the negroes of Atlanta are still without any public library advantages.

#### Methods of Management

From the cases cited it appears that there are four distinct methods of dealing

with this question in the South: (1) To admit the negro to the same building on equal terms with others as is done in Baltimore, Wilmington, Washington and some of the Missouri libraries. This method is not satisfactory to the whites. As one report says, "There are white people who are deterred from using the library because in so doing they must touch elbows with colored folks. . . . We could do better service to both races if there could be a separation, for we must take the people with their prejudices, especially in the use of the library, which is a purely voluntary matter." (2) To admit him to the same building but to a separate room, which is not satisfactory to the negro. One library which has this plan reports, "Many of the educated and cultured negroes (for there are some even in the South) will not come unless they can do so on the same social equality and use the same apartments as the white patrons." (3) To have a separate library under control of members of their own race. This is almost certain to produce inferior results on account of their inexperience and lack of knowledge regarding every phase of the work. (4) To have a separate branch in charge of colored assistants who are under the direction and supervision of one board and one librarian, who have control over the entire library including all branches and other agencies. This plan assures the greatest economy and efficiency and will probably be adopted by all the libraries whose funds will permit it. A separate colored board is as unnecessary and unbusinesslike as would be a separate board for each white branch.

On the advantages of a separate branch library one colored man writes: "In the South the separation is not only necessary for the peace and cordial relations desirable to be maintained but the colored branches are desirable because the colored people would use them so a hundred times more than they would otherwise. The feeling of perfect welcome, ownership and unqualified privilege are all necessary to patrons who are to get the best possible

from libraries among them. These things in the South can only be had in separate branches as much as it is regrettable that there should be a mind and spirit demanding separate libraries."

#### Traveling Libraries

Delaware and Kentucky are the only state library commissions reporting special traveling libraries for negroes. Last year "seven traveling libraries of 30 to 50 volumes each were arranged for the use of the colored schools in Delaware, and the entire charge and care of these libraries was given over to the State College for Colored Students near Dover." The Kentucky commission has two libraries of 50 volumes each in circulation and is planning to send more. Hampton Institute also sends out traveling collections of books.

Another system of traveling libraries is that established in 1910 by James H. Gregory of Marblehead, Mass., for distribution through Atlanta University among the negroes of the South. There are about 60 libraries of 48 volumes each. They are sent to any community, school, church or other organization for one year and then exchanged for a different set. Two interesting articles on these libraries and their founder were published by G. S. Dickerman in the *Southern Workman* August and September, 1910.

#### What the Negro Reads

What the negro reads is in itself a large and interesting subject. A brief article on it dealing equally with what the negro does not read, appeared in the *Critic*, July 1906, from Mr. George B. Utley, then librarian of the Jacksonville public library. The first book drawn from the Louisville library was Washington's "Up from slavery." The most striking feature of the circulation in general is the comparatively small percentage of fiction read. Of the 258,438 volumes drawn from the Louisville library during its first six years only 46 per cent was fiction.

This may be due to the fact that the so-called leisure class, who are supposed to

read most of the fiction, is smaller among the colored people; or that the novel does not appeal so strongly to the negro mind; or that the library is used more largely by pupils, teachers, ministers and other professional people, who come to it for more serious purposes.

A book entitled "Tuskegee and its people," edited by Booker T. Washington, contains biographical sketches of many negroes who have gone out from that school to work for the elevation of their race. These sketches give a remarkable picture of the "conditions that environ the masses of the negro people," as well as their struggles for improvement.

One of them describing the country school which he attended writes, "When I reached the point where the teacher ordered me to get a United States history, the book store did not have one, but sold me a biography of Martin Luther instead, which I studied for some time thinking that I was learning something about the U. S."

Years later "I betook me to the woods, where I read everything I could get. It was during this time that accidentally, I may say providentially, I got hold of a book containing the life of Ignacius Sancho; and I have never read anything that has given me more inspiration. I wish every negro boy in the land might read it."

Another Tuskegee graduate, a woman whose mother as a slave had been taught to read by her master's daughter, writes: "Sundays, with my sisters gathered about her knees, we would sit for hours listening as mother would read church hymns for us."

The articles by Mr. Dickerman above referred to give the results of some investigations on their choice of books. He received answers from 35 leading negro schools in response to a request for a list of such "books as had been found in the experience of their schools to be the most popular and the best and which they would recommend." The "Life of Lincoln" appeared on 15 of these lists; "Little women" 15;

"Robinson Crusoe" 14; "Paul Dunbar" 11; "Uncle Tom's cabin" 10; "Ivanhoe" 9; "Souls of black folk" 9; "Ramona" 8; "Life of Douglass" 8; "Uncle Remus" 7. Six lists included "Alice in wonderland," Grimm's "Fairy tales," "John Halifax," "Last days of Pompeii," and "Swiss family Robinson."

These lists all came from schools and therefore bear the earmarks of the schoolmaster. But the largest part of the reading by negroes is done by the pupils and teachers in connection with their school work. This would account for the preponderance of the literature and history classes. Miss Sarah B. Askew observes that among the general readers in a public library "the colored people's tastes are for quick action, strong emotion, vivid coloring, and simplicity of narration." Books by and about their own people are in constant demand. The colored magazines, those devoted especially to their interests and those published by colored men are always popular.

There is also a growing demand for books useful to the mechanic in his daily work. Chauffeurs "avail themselves of technical books on automobiles." An early experience in the Louisville library was with a woman who made a business of raising chickens. She called at the library for medical help because many of them were dying. Strangely enough this subject had been overlooked in selecting the books and the librarian was unable to prescribe for sick chickens. But a book on poultry was ordered for her immediately.

### Conclusions

Following are some conclusions regarding libraries for negroes:

(1) That books and reading are of the utmost value in the education, development and progress of the race.

(2) That in northern public libraries they are admitted to all privileges without distinction.

(3) That in southern libraries the segregation of the races prevails, as it

does, in all educational, religious and other social institutions.

(4) That in many places institutional libraries are supplying the book wants of the few negroes who really have need of libraries.

(5) That among the masses of the colored race there is as yet very little demand for libraries.

(6) That where a genuine demand has manifested itself and up-to-date facilities have been provided negroes have been quick to use them and have made commendable progress.

(7) That in some of the large cities containing a great many negroes who are intelligent and who pay taxes the provision made for them is sadly inadequate or is entirely lacking.

(8) That southern librarians generally are kindly and helpfully disposed toward them and that the majority of the white people favor a fair deal for them, including the best training and the fullest enlightenment.

(9) That in the South any arrangement which aims to serve the two races in the same room or in the same building is detrimental to the greatest good of both. Complete segregation is essential to the best work for all.

(10) That many libraries are not financially able to conduct separate departments and so the negro loses out.

(11) That a few cities have splendid facilities for them, a few others are now establishing branches, a considerable number are discussing the question seriously and another considerable number which should be at work are doing nothing.

(12) That the best solution of the problem is the separate branch in charge of colored assistants under the supervision and control of the white authorities.

(13) That even in northern cities which have large segregated colored districts such separate branches would result in reaching a larger number of negroes and doing better work for both races.

(14) That the South is entitled to the sympathy and help of the North on this

question, which is only a part of the larger question of negro education. That sympathy will come with fuller information and will increase as the size and seriousness of the problem is more fully understood.

Adjourned.

### THIRD GENERAL SESSION

(Wednesday morning, June 25, 1913)

The PRESIDENT: There is a matter of business to come up this morning. At the last conference the Association adopted an amendment to the Constitution which, to become effective, must be ratified at this meeting. It may be added that the requisite notice required by the Constitution, of thirty days, has been given by the Secretary, through publication in the Bulletin, where you have doubtless seen the proposed amendment together with the by-law which is dependent, of course, upon the adoption of the amendment itself. The Secretary will please read the proposed amendment as adopted at the Ottawa conference.

The SECRETARY: I will also read that portion of Section 14 of the Constitution to which the amendment would apply:

"Council. Membership. The Council shall consist of the executive board, all ex-presidents of the Association who continue as members thereof, all presidents of affiliated societies who are members of the Association, twenty-five members elected by the Association at large, and twenty-five elected by the Council itself,"—

And the proposed amendment consists of the following words to be inserted at that place:

—"and one member from each state, provincial and territorial library association or any association covering two or more such geographical divisions which complies with the conditions for such representation set forth in the by-laws."

The PRESIDENT: The amendment is before you for consideration. What is your pleasure? Are you ready for the question?

(The question being called for and put, the amendment was adopted.)

The PRESIDENT: Dependent upon the adoption of the amendment to the Consti-

tution there is now before you for consideration a proposed amendment to the by-laws. The Secretary will please read the suggested amendment which carries into effect now the Constitutional amendment which you have just adopted and which becomes effective, in that it has now been adopted by two successive conferences.

(The Secretary then read the proposed amendment Section 3a, which is as follows:

"Sec. 3a. Each state, territorial and provincial library association (or any association covering two or more such geographical divisions) having a membership of not less than fifteen members, may be represented in the Council by the president of such association, or by an alternate elected at the annual meeting of the association. The annual dues shall be \$5.00 for each association having a membership of fifty or less, and ten cents per additional capita where membership is above that number. The privileges and advantages of the A. L. A. conferences shall be available only to those holding personal membership or representing institutional membership in the Association."

The President then put the question and the above amendment to the by-laws was duly adopted.

Dr. ANDREWS: I move the addition of the words "or to members of other affiliated societies," in order not to bar these members from attendance at our meetings.

The PRESIDENT: Dr. Andrews' amendment is to include the words "or to members of other affiliated societies."

Mr. RANCK: I think, as a member of the Committee that had something to do with the drafting of the proposed by-law, that I can say that the purpose of that provision was that there should be some advantage to persons holding membership in these organizations, to get the railroad rates, hotel rates, etc.; in other words, to have some pecuniary advantage in their becoming members and not to be able to come and get those advantages without holding any kind of a membership.

If I may be permitted, Mr. President, I should like to give a few figures with reference to the distribution of the members

of the Council as it now exists, as given in the last handbook. There were 72 members of the Council, counting the one or two who have died, representing 48 states, the District of Columbia and Canada. However, in the Council only 20 States in the Union have representation. In other words, there are 28 states in the Union that are not represented in the Council. The population of these 28 states is nearly thirty-three millions and their area is nearly two million square miles, whereas the area of the states that are represented is a little over a million square miles. The point is, Mr. President, the purpose of the amendment to the Constitution and these amendments is to give a wider geographical distribution of representation in the Council; in other words, that more than half of the area of the United States may be brought in, on account of this geographical representation, and that the thirty-three millions of people who live in those states may be able to get a representation which it seems at the present time they do not have.

The PRESIDENT: The question before the conference is on the proposed amendment of the by-law as offered by Dr. Andrews.

(The President put the question and the amendment was duly adopted.)

The PRESIDENT: The question now is upon the amendment to the by-laws as amended.

(The President put the question and the amendment to the by-laws was duly adopted.)

The PRESIDENT: The Association during the past year suffered grievous loss in the passing of two of its notable members, members who had long been identified with the Association and its work, and I may add the loss of a friend of librarians everywhere, that splendid gentleman, Mr. Francis Fisher Browne, of The Dial,—a man gentle of soul, keen of intellect and fine of fiber. While perhaps we are not called upon to take official notice of his passing it seems to me very well that we should group him with those

whose loss we mourn at this time. By request of the Executive Board and of the Council a committee consisting of Dr. Putnam, Mr. Bowker and Mr. Wellman have been asked to draft memorial resolutions on the passing of Dr. Billings and Mr. Soule and I would ask Dr. Putnam to report at this time.

Dr. PUTNAM: With your permission I will ask Mr. Wellman to read the suggested minute with reference to Mr. Soule. And the Committee would suggest that if the expression in these minutes appears to you just, that they be adopted by a rising vote.

Mr. Wellman then read the following resolution which was unanimously adopted by a rising vote.

#### CHARLES CARROLL SOULE

With profound sorrow, we record the death of Charles C. Soule, whose services and relation to the American Library Association were in many ways unique. Though himself not a librarian, yet in the early days of the public library he was one of those who foresaw the great force which it might be made to exert in our democratic civilization; and to promote the wise realization of this vision, he labored unceasingly as a member of this Association for more than thirty years and was a constant attendant at the meetings. He served as vice-president in 1890, as member of the Institute for six years, as member of the Council for eight years, as trustee of the endowment fund for twelve years, and as a member of the Publishing Board for eighteen years. But his distinctive contribution was in efforts towards the improvement of library architecture; and here by his study and writings, as well as by creating the office of advisory expert in building, he did more than any other man to further the planning of library buildings for library work.

In reciting the tale of his accomplishment, it is impossible to forget the man. Unselfish and high-minded, a good counselor and a consistent friend, he ever showed eager and affectionate interest in the work

of his fellow members, and especially in the success of those beginning their careers. Above all, he possessed a generous faith in his associates and an unfailing good will. These were but a few of the qualities which enabled him to achieve so much for the public library, and which endeared him to hosts of librarians throughout the land.

Dr. PUTNAM: Mr. President, this is proposed as a minute for the records of the Association. It is therefore headed "John Shaw Billings."

The resolution was unanimously adopted by a rising vote.

#### JOHN SHAW BILLINGS

April 12, 1838—March 18, 1913

A member of the American Library Association 1881-1913—its President, 1901-02

It is seldom that the death of an individual removes from two professions a unit of singular power in each. But such was the loss in the recent death of John Shaw Billings; a scientist in a department of science intensive and exacting, a librarian rigorously scientific in a profession broadly humane. To the former he made original contributions which constituted him an authority within special fields; but also in his great Index-Catalog of Medical Literature, one which assured certainty and promoted advance in every field—and left the entire medical profession his debtor. As a librarian, having first brought to preeminence the professional library entrusted to him, he was called to the organization into a single system of isolated funds and institutions, achieved that organization, and lived to see it, under his charge develop into the largest general library system in the world, with a possible influence upon our greatest metropolis of incalculable importance to it, and through it, to the welfare of our entire country.

The qualities which enabled him to accomplish all this included not merely certain native abilities—among them, penetration, concentration, vigor, tenacity of purpose and directness of method, but others

developed by self-denial, self-discipline, and a complete dedication to the work in hand. It was through these that he earned his education and his scientific training; and they hardened into habits which attended him to the end of his days, when he concluded in toil that shirked no detail a life begun in toil and devoted to detail.

Such habits, a keen faculty of analysis, and a scientific training kept him aloof alike from hasty generalizations and from the impulses of mere emotion; while his military training induced in him three characteristics which marked alike his treatment of measures and his dealings with men; incisiveness, a distaste for the superfluous and the redundant, and an insistence upon the suitable subordination of the part to the whole. In this combination, and in the knowledge of, and power over, men which accompanied it, he was unique among librarians; in his complete lack of ostentation he was unusual among men. His mind was ever on the substance, indifferent to the form. A power in two professions, to have termed him the "ornament" of either would have affronted him; for he was consistently impatient of the merely ornamental. Any personal ostentation was actually repugnant to him; and he avoided it as completely in what he suffered as in what he achieved; bearing, with a reticence that asked no allowances, physical anguish in which most men would have found ample excuse from every care.

If such a combination of traits assured his remarkable efficiency, it might not have seemed calculated to promote warm personal or social attachments. Yet there was in him also a singular capacity for friendship; not indeed for impulsive and indiscriminate intimacies, but for those selective, deep, steady and lasting friendships which are proof of the fundamental natures of men. And however terse, austere, and even abrupt, his manner in casual relations, where a really human interest was at stake he might be relied upon for sympathies both warm and considerate, and the more effective because consistently just and inevitably sincere.

The testimonies to these qualities in his character, to these powers, and to his varied achievements, have already been many and impressive. The American Library Association wishes to add its own, with a special recognition not merely of the value to the community of the things which he accomplished, but of the value to individuals in the example of a character and abilities so resolutely developed and so resolutely applied to the service of science and the service of men.

The PRESIDENT: To offer a telegram as a substitute for a long and pleasantly anticipated paper is cause for regret, but such must be the case this morning as Miss Arnold finds it impossible to be with us. The telegram reads as follows:

"Emergency meeting of Simmons College Corporation has been appointed for Wednesday and prevents me from attending library meeting. Extreme regrets."  
SARAH LOUISE ARNOLD."

The general theme of this morning's session is "Library influence in the home, in the shop, on the farm, and among defectives and dependents." We shall begin the morning's program with a paper on "The working library for the artisan and the craftsman," by EDWARD F. STEVENS, librarian Pratt Institute free library, and director of the school of library science, Brooklyn.

#### THE WORKING LIBRARY FOR THE ARTISAN AND THE CRAFTSMAN

It is not my privilege to speak to you at this time of the professional, technical, or practical aspects of that recent phase of library work wherein is attempted the reconciliation of shopmen with bookmen. In the very few moments placed at my disposal I may mention only that human relationship which enters so largely into a librarian's dealings with men who are concerned with and about their work.

The straightforward, sympathetic intercourse of man with man may adorn to the point of making almost beautiful a department of librarianship which is extremely matter-of-fact in its essential char-



acter and might easily become commonplace in its practicality. The business of a technology department in a public library may best be expressed in terms of the statement of the policy of the Franklin Union established in recent years in Philadelphia—"the further education of men already employed." Such a working library is strictly a library of work. It is almost oppressively utilitarian. Yet to a librarian who has had the privilege of making books known to artisans and craftsmen, and who is now denied that privilege, the sense of the loss of the fellowships, not to say friendships, that formerly were a part of his daily occupation proves that the sympathetic was after all the potential element in his experience.

I may say with Lowell, "I like folks who like an honest piece of steel. . . . There is always more than the average human nature in a man who has a hearty sympathy with iron."

Theodore Roosevelt has given us a maxim that deserves to be written as a rule of life—"That which one does which all can do but won't do is the greatest of greatness."

Therein is the greatness of work with practical men—the discernment of the simplest facts of life, the performance of the simplest acts of life in working out the complex things of life, recognizing, to begin with, that a man's difficulty is at once less a difficulty when it becomes the friendly concern of a fellow-man. My own first experience as a seeker after help in a public library in matters technical that were then of great importance to me, met the rebuff and disappointment that have given me a point of view which amounts to a conviction.

In the present day, the library assumes considerable confidence in inviting the workingman into its constituency, and the workingman must come to it with no less confidence if the library expects its justification. The mechanic, as formerly the scholar, must approach the library with a calculated expectation. The librarian must understand him, believe in him, and

in turn make himself understood by him.

In a recent issue of the *American Machinist*, a writer deplores the general lack of sympathy and interest in the affairs of the "unheralded mechanic." That the life he lives has no place in men's thoughts nor in literature. This is the closing statement: "As it is, if left to themselves, mechanics will by their silence continue to let those outside the shop think of them as nothing but men tied to a whistle."

Leigh Hunt (himself very much an outsider) in a familiar essay makes this friendly observation: "A business of screws and iron wheels is, or appears to be, a very commonplace matter; but not so the will of the hand that sets them in motion; not so the operations of the mind that directs them what to utter."

But this mechanic that now nears the public library is coming neither as a pathetic figure in distress, nor as a mysterious or heroic figure beyond our comprehension. He comes as an unpretending man dignified by earnestness of purpose not to discredit an honorable vocation.

The best of mutual understanding and feeling, however, will not secure the chief ends of librarianship except so far as they splendidly prepare the way. The recognition of books as tools comes only as the books stand the same practical test that the workman applies to his instruments.

The librarian must furnish books shaped to the man's hand, books that he can use to perform work, that he can depend upon as true, accurate, precise, simple, efficient, economical, reliable in the same sense that his tools must be all these. And so, the selection of books for a working library of technology becomes not unlike the testing of instruments of precision. Care in selection is of supreme importance in fitting up a toolshop of books.

Wisdom in application is scarcely second to intelligence in choice. A practical man does not often come to a library for this or that particular book, for the work of a specified author, or for a title that he has in mind. If he does, he cannot always be depended upon to know his own wishes

in the matter. What this man wants is information about a topic that concerns him. He leaves it to the library to tell him in what printed form that information can be had—and it's risky, for the library, to trifle with him or to play him false. Hesitation, indecision, irresolution are fatal. If the library exhibits lack of faith in itself, who, indeed, shall have faith in it? The workingman will be sure to entertain the same contempt for the librarian's doubtful application of even the best books as he himself would of the misuse of good tools in his own trade.

This necessity for books that will answer to needs is the incentive in the erection of a working library to which men may resort.

At home we have a permanent and constantly revised selection of the most useful technical books registered on cards of varying colors showing the differing characteristics of the books included. This is our Works Library. And within it, on blue cards, are listed the simplest and most direct texts for the man with the least preparation for books. This is our Dinner-Pail Library. And starting with these, we may go on with a degree of confidence in teaching men the use of tools the handling of which we ourselves understand.

Preparedness in attitude, preparedness in equipment, await the arrival of the man the most skeptical of the library's guests. Does he come and go away again confirmed in his skepticism? If he does, it's the library's fault, not his. Does he come, and remain, to come again? Then he is ready to pay the tribute of his allegiance that becomes the librarian's great reward.

We have heard the American Machinist complain that the mechanic found no voice to sing his praises. Not less is the genus librarian unwept, unhonored, and unsung. He expects praise as little as he desires it, and, perhaps, I may say, deserves it. But the ready word of appreciation, the acknowledgment of the library's help in overcoming difficulties that drove a man

there as a last resort, the confession of awakening to the new knowledge of the library's wider purpose and power, is expressed often with a frankness and fervor that surprise and gratify the fortunate librarian who has been instrumental in bringing things to pass.

I recall how men of few words and little sentiment have spontaneously related to me their experiences of misfortune, perplexity, disappointment, or other embarrassment that caused them to turn to the public library for a possible helping hand, and then, how the library did not fail them in their extremity. At such times, I knew that the free library was doing what it undertook to do.

Of this sort are the few, the impressive instances that illustrate how, on occasions, a working library can meet very exceptional requirements. There are also the very many—the students, apprentices, shopmen, machinists, inventors, chemists, engineers, manufacturers—all artisans and craftsmen in their various ways, who are coming to learn that in their usual daily processes they may expect from the public library the ordinary, indispensable service that the library has always performed for those who know the value of books.

It is this complete idea of a library that still fails of development in the minds of these men, an idea that the library is a live thing, a public utility of which they will naturally and inevitably avail themselves as they do of the street-cars to take them both to and away from their work. Nothing is needed to convince men that a utility is a utility save the satisfying use of it. When they have found that the library speeds them on in the direction of the day's occupation, then it becomes easy enough for them to learn that the library can also get them far removed from it. And when the workingman fully comprehends the working library, and by means of it is introduced to the diverting library, he becomes a man with the greatest capacity for usefulness, and the library's conquest of the community is finished and triumphant.

The PRESIDENT: Mr. Stevens has very forcefully brought out the factor that a book may be in bringing into life dormant faculties that might otherwise go to waste and recalls to us the remark of Prof. Dewey, that the loss of the unearned increment is as nothing compared with the loss of the undiscovered resource.

Of course you know as well as the members of the program committee that they had nothing to do with the selection of the next speaker; the topic chose her. How could anyone else be asked to present the subject of "The woman on the farm," than Miss LUTIE E. STEARNS, of the Wisconsin free library commission?

### THE WOMAN ON THE FARM

Modern programs of library extension through public libraries as distinguished from travelling library systems are practically confined to an arbitrary line drawn tightly around the city's limits. Charters, laws, or ordinances under which many libraries operate are usually interpreted to restrict the use of such institutions to a narrow area and no great attempt has been made through legislation, save in California and a few isolated examples elsewhere, to extend library privileges to adjacent communities. It is a happy omen for the future that the president of the American Library Association, the custodian of a library catering to two-million city dwellers with a circulation second in rank to Greater New York, should have seen fit on his own initiative to place among the topics of this meeting the needs of the woman on the farm, the real founder of the city's citizenship.

"Who's the greatest woman in history?" was the query debated by Kansas school teachers recently. They considered Joan of Arc, Queen Elizabeth, Semiramis, Cleopatra, Cornelia, Catherine of Russia, Maria Theresa, Grace Darling, Florence Nightingale, Susan B. Anthony, and half a hundred others. When they came to deciding, all the names known to fame were ruled out. And to whom do you suppose the

judges awarded the palm? Here is the answer: "The wife of the farmer of moderate means who does her own cooking, washing, ironing and sewing, brings up a family of boys and girls to be useful members of society and finds time for intellectual improvement."

These teachers knew that woman, they knew the drudgery she faced at four or five o'clock every morning the year 'round. There are twenty millions of her in this country of ours, she makes up nearly one-fourth of the population of the country, and while we are dealing with these most "vital statistics," we may include the tragic fact that sixty-six per cent of those committed to insane hospitals are from rural districts, the farm women constituting the great majority thereof.

And yet the needs of this great, deserving class of "humans" with minds and hearts even more receptive to ideas than are city women—the needs of such as these are as yet almost wholly unrealized by librarians aside from Commission workers. No committee of the American Library Association has ever had the joy of working out a program of library extension from the great city systems to rural readers. The question put by the then President Roosevelt to his Country Life Commission, "How can the life of the farm family be made less solitary, fuller of opportunity, freer from drudgery, more comfortable, happier, and more attractive?" still awaits solution from the library standpoint.

Though agriculture is our oldest and by far our largest and most important industry, it has only recently occurred to us in the United States that we had a rural problem. It is only within the last decade or so that we have awakened to the fact that there is a rural as well as an urban problem, and the library world is too prone to keep from recognizing it. We are not concerned in this connection with the problem of the retired farmer who moves into a town to spend his last days which are, seemingly, all he is willing to spend; nor shall we discuss those restless

flat dwellers in our cities who, tempted by such alluring and wholly immoral titles as "The Fat of the Land," "The Earth Bountiful," "A Self-Supporting Home," "Three Acres and a Cow," or "Three Acres and Liberty"—"for those to whom the idea of liberty is more inspiring than that of the cow"—attempt to start ginseng, guinea pig, pheasant, and peacock farms, and who return to the city as shorn of guineas as the pigs they leave behind them.

In the serious solution of this problem, we may, in truth, differ as to the sort of farmers we would benefit. As Sir Horace Plunkett has said in his "Rural problem in America," "The New York City idea is probably that of a Long Island home where one might see on Sunday, weather permitting, the horny-handed son of week-day toil in Wall Street, rustically attired, inspecting his Jersey cows and aristocratic fowls. These supply a select circle in New York City with butter and eggs at a price which leaves nothing to be desired unless it be some information as to cost of production. Full justice is done to the new country life when the Farmers' Club of New York fulfills its chief function—the annual dinner at Delmonico's. Then Agriculture is extolled in fine Virgilian style, the Hudson villa and the Newport cottage being permitted to divide the honors of the rural revival with the Long Island home. "But to my bucolic intelligence," concludes Sir Horace, "it would seem that against the back-to-the-land movement of Saturday afternoon, the captious critic might set the rural exodus of Monday morning."

To the New England librarian there probably comes the picture of rugged, beancolored hills with "electrics" in every valley eager to take the intellectual rustics to the Lowell lectures or the Boston Symphony Orchestra. That books are appreciated in the rural districts even in a state that boasts a library in every town is shown by a letter from one who had received the volumes sent out by the "Massachusetts Society to Encourage Studies at Home." "I do not know where I should stop if I tried to tell how much these li-

brary books have helped me in my isolated life—I have craved so much and there seemed no access possible to anything I wanted. I have lived always with a longing for something different; life was a burden to be carried cheerfully, yet I never quite conquered the feeling that the burden was heavy. Books have taken away that feeling and before I was aware, the load was gone. I have written thus of myself, not because my individual experience is of importance enough to interest anyone, but because I believe the world is full of people with the same wants that I have and it may be some satisfaction to know how fully you are supplying them."

To the librarian of New Jersey, the isolated dwellers of the salt marshes would come to mind. Maryland suggests to some librarian epicures the oyster farm, with its succulent product, but to others comes the vision of the "real thing" supplied as in Washington County with the ideal arrangement of central library, branches, deposit stations, traveling libraries, and automobile delivery to the very doors of the Maryland farm homes—the most ideal arrangement of rural extension that exists in America today.

To the Georgian, the "cracker" presents itself with its "Uneeda" book appeal. The "mountain-white" of Kentucky, who comes to Berea in his seventeenth year to learn his letters, would surely appreciate an opportunity to go on with them when he gets "back home." In the north middle west, where farms are still surrounded by a fringe of pine and an "infinite destiny," a farmer's wife writes as follows: "For many years I have lived on a farm on the cleared land of Northern Wisconsin, and I have made an earnest study of the conditions that surround the lives of the average isolated farmer and his family. I have seen all of the loneliness and desolation of their lives, I have witnessed all the dreariness and poverty of their homes. I have been with them when our nearest railroad station meant a twenty-eight mile trip through bottomless mud or over shaking corduroy; where our nearest post-office

was eighteen miles away, over the same impassable roads and where we were often without mail for weeks at a time; when the nearest public library was sixty miles away; when the only element of culture or progress we possessed was the little backwoods school, housed in a tumble-down log shack and presided over by careless or incompetent teachers. I have watched civilization come to us step by step,—the railroad, the rural mail delivery, the country telephone, and other modern rural conveniences. But, before any of these, right into the midst of our lonely backwoods life, came the traveling library, for it is characteristic of the traveling library that it is not dependent on modern conveniences for its appearance. I can recall the thrill of joy with which we received our first case of books. I read their titles over and over, handled and caressed them in a perfectly absurd manner. Almost all of the books were old friends of mine; but, to our little neighborhood of foreigners, they were "brand new" and the enthusiasm over that library knew no bounds.

"We had a regular literary revival that winter. We talked books in season and out of season; and from talking about the books in the little library we fell to talking of other books; of books we had read in our younger, happier days. It mattered little if in the course of these conversations books and authors were hopelessly mixed.

"I cannot say that we derived any great amount of knowledge from our first library, but I do know that it brought into our little backwoods settlement, that which we needed much more—hope and courage and an interest in life. That was my first introduction to the traveling library, but during the years that have gone since then, I have seen much of the work of these little cases of books. While it is true that the traveling library does not always meet with as enthusiastic a reception as our little settlement gave it that winter, yet it always comes to our rural communities as a help and inspiration. My

appreciation of the worth of the traveling library has grown with the years."

"Once a library meant nothing but rows of books and its influence was confined to narrow limits. However with the establishment of the traveling library, these books have become veritable missionaries penetrating to all sorts of dreary, isolated places, carrying with them a culture and a pleasure that will aid in illuminating the long, dreary path of existence with the color of happiness."

As one farmer's wife has it in another locality, "Good books drive away neighborhood discussion of the four deadly D's—Diseases, Dress, Descendants and Domesticities."

Olive Schreiner in her wonderful and heart searching study of "Woman and Labor," has pointed out that at first woman hunted with the man, and later when the race settled in one spot, the woman was the tiller of the soil and the man the hunter and warrior. Then when man no longer needed to hunt or fight, the woman moved within the house and the man tilled the fields. The woman became the isolated one. Isolation is the menace of farm life just as congestion is of city life. This isolation has a depressing effect upon the intellectual life of those who require the stimulus of contact with others to keep their minds active. The woman on the farm, as Mr. Bailey has pointed out, is apt to become a fatalist. Floods, drought, storms, tornadoes, untimely frosts, backward seasons, blight, predatory beasts, animal and plant diseases render a season's great labor of no avail, or destroy the fruits of it within the hour. Along with these perennial discouragements comes the interminable round of getting up before sunrise and cooking, baking, dishwashing, sewing, mending, washing and ironing clothes from day to day, week to week, month to month, and year to year, with additional work peculiar to the seasons, such as at planting times, threshing and harvesting, fruit gathering and preserving, etc., etc., etc. The work of the farm is carried on in direct connection with the

home, thus differing from nearly all the large industries, such as manufacturing and the like. The fact that agriculture is still a family industry where the work and home life are not separated, differentiates it from life in the city with its lack of a common business interest among all the members of the family. This condition tends to make rural life stable. The whole family stay at home evenings and one book is read aloud to the entire family circle. We still find the big family in the country where bridge whist and race-suicide—cause and effect—are as yet unknown. But the big family puts cares and responsibilities upon the mother on the farm and when one sees the "bent form, the tired carriage, the warped fingers and the thin, wrinkled features" of so many farmer's wives, one does not at first see anything but cruelty to animals in urging recreation and reading upon such over-burdened women. But a brighter, industrial day is at hand. From perpetual motion to hours of reasonable industrial requirements the daily working period of the farmer is coming to be reduced by labor saving machinery. The modern gasoline engine, to my mind the most important contribution to civilization and culture in recent times, now pumps the water, saws and cuts the wood, runs the lighting plant, the washing machine, the milking machine, the cream separator, the churn, the sewing machine, the bread-mixer, the vacuum cleaner, the lawn mower, the coffee grinder, the ice cream freezer and even the egg-beater. These, with the fireless cooker, have relieved the housewife and made time for reading and other recreation. Good roads, rural free delivery, the interurban trolley car, the automobile and the rural telephone are removing the old-time isolation and are making possible enjoyment and a culture and refinement equal to that of the business and professional classes of the cities. One thing only is still withheld from distinctly rural communities—the opportunity to get good books.

It has been said so often it has become a truism that the rural districts are the

seed bed from which the cities are stocked with people. Upon the character of this stock more than upon anything else does the greatness of a nation and the quality of its civilization ultimately depend. The importance of doing something with and for these people is paramount for the farms furnish the cities not alone with material products but with men and women. Census returns indicate that cities are gaining on the country all the time. We who wish to stop the rural exodus must co-operate with other agencies to make farm life more attractive and this we can do by opening our doors to farmers and their wives, the makers of men. It is our city's self-protection that there should come from the farms strong, well-educated minds, and we each should contribute our share to this end. A Chinese philosopher has said, "The well-being of a people is like a tree; agriculture is its root, manufacturing and commerce are its branches and its life; if the root is injured, the leaves fall, the branches break away and the tree dies." State universities and other free educational agencies are recognizing the fact that not the few but all, farm and city-bred alike, must be educated for life and through life. Commencement day is no longer the educational day of judgment for the individual. Rural consolidated high schools are being built to supplement the little red school-house. Libraries, through extension of their service, must aid in the great agrarian movement of the day. We cannot all, perhaps, have the ideal arrangement as worked out in Maryland by Miss Titcomb. It may not be possible to cover other states with book wagons as Delaware proposes to do. We may not accomplish the California ideal of the county as the unit. We may not be able to send traveling libraries on their beneficent mission, but we each may try to let down the bars at our own reservoirs so that whosoever is athirst may come and drink of the waters of life freely.

The PRESIDENT: Whenever I become rash enough to venture a comment upon any paper of Miss Stearns I always take

the precaution to do it before she presents it; afterwards it is entirely superfluous. Yet I venture to express a thought which I am sure has occurred to you likewise; that there is a very strong relationship between the two papers which have been presented this morning; that there is cause and coming effect in that the one activity of the library, as represented by the first paper, is making possible the multiplication of these various devices which shall make for the woman on the farm the new day of which Miss Stearns has prophesied.

During the last few years the library has entered another new field, an unsuspected field. Those of us who have had an opportunity to go about to the various institutions where the defectives and the dependents and other unfortunates are incarcerated have marvelled at the—shall we say ignorance, which has been at the bottom of the book work with these people. But scientific methods have been introduced and during the last few conferences we have had something of the promise which has now grown into fuller realization. I shall ask Miss JULIA A. ROBINSON, who has done strong, splendid work in Iowa in this connection, to present the next paper, on

#### **BOOK INFLUENCES FOR DEFECTIVES AND DEPENDENTS: HELPING THOSE WHO CANNOT HELP THEMSELVES**

Needy humanity divides itself into three classes, those whom it is said the Lord helps, those who will not and those who cannot help themselves. In no form of need, however, are we interested today save that of the book, nor with the willfully book needy.

For are not they served by the public libraries which go even into the highways and byways and wellnigh compel the uninterested to come to the feast freely offered to them? And though there are still rural districts not yet supplied with public or traveling libraries, many of them have

the ability to provide themselves with books had they the desire.

But there are those, not always removed by space but far removed by condition from such privileges, because crime, weakness or misfortune has deprived them of their freedom and for the safety of society, their own restoration to health or their care and education they are detained behind closed doors. These are the morally, mentally and physically defective and the dependent upon the bounty of the state. With this class of helpless are we concerned, with their needs and with what is being done to bring to them the influence of books. Of their needs let me speak briefly while I define and locate the different classes, giving a few figures which perhaps may not be amiss in helping us to realize their numbers.

Of the moral defectives 113,579 have heard the grated doors of prison, penitentiary or reformatory close behind them, for some never to open. For others in a few years perhaps these doors will swing outward to freedom. Shall it be to useful citizenship, or to become a greater menace to society and again to be put behind the bars? Most of these are men who are employed during long working hours. There is much time for idle thoughts during those hours, in addition to evenings and Sundays spent alone in locked cells. Large is the opportunity here for the book in its threefold mission of recreation, instruction and inspiration to lives barren of pleasure and interest.

But these are not all. We must add 22,900 juvenile delinquents found in the state industrial and training schools of the United States, boys and girls whose steps have early found the downward path, in most cases, I believe, because of the influences into which life ushered them. But many of these are yet within the years of susceptibility and to the other upward influences with which it is now sought to surround them should be added the society of books which will bring wholesome pleasure while they present high standards and make right living attractive.

These numbers are exceeded by the mentally defective of whom 187,454, disturbed or confused, dazed or depressed, look through grated windows or sit in shadowed corners of the insane hospitals. To take their thoughts from themselves and direct them into healthful channels may mean a step toward mental healing and adjustment. This books will often do and to fail to furnish them may mean to omit a remedial influence in their treatment. Of the feeble-minded, there are 20,199 in the institutions for that class of defectives. With them the task is not so encouraging, but a right to the pleasure of books is theirs and should not be withheld.

There are 61,423 to whom the printed page must speak for they hear no other voice, and 44,310 to whose touch the raised letters bring their message. Shut out from so much which others enjoy shall these be denied this means of recreation and instruction?

The charitable institutions shelter 268,656 dependents which include the old, the sick and the children in the state public schools, orphanages and homes. The former need books to cheer them in their fight for health and strength, or to while away the hours of waiting for their final summons. The children need them not only for the enjoyment which comes from childhood reading, but as a means of development of mind and character. I would lay especial emphasis on the importance of libraries in these and in the industrial and training schools. Useful as books are in the other institutions, there the help which they bring is but to the readers themselves. Here we have citizens in the making and the state has not only the opportunity of laying the foundations of character, but by laying them deep and broad and strong of receiving returns for their efforts in intelligent and useful citizens. To librarians I need not speak of the value of books in giving the education which makes for intelligence and the ideals which make for usefulness.

To meet these needs what do the insti-

tutional libraries offer? I shall not give you figures which at best would be inaccurate and incomplete, but such information as could be obtained showing the efforts which are being made to provide books and reading for defectives and dependents, the adequacy and suitability of the libraries and their use of modern library methods.

The list of states is incomplete, some failing to respond, others giving vague information, and an omission may not mean that nothing is being done along this line. What is given will serve to show the general trend of interest in the work.

California plans to serve the institutions through the county system of libraries, but just how this is to be done or whether any institutions have libraries or have received assistance was not stated.

Colorado reports libraries in all the state institutions, the best being that at the state penitentiary where the visitors' fees yield a considerable income which is used for books. In Georgia two institutions only have libraries, which are reported to be neither well selected, kept up to date nor administered according to modern methods.

The only information received from Idaho was that traveling libraries are sent to the industrial school.

In Illinois libraries are reported in the eighteen charitable and three penal institutions of the state, though not all are adequate or suitable in selection.

In Indiana several institutions receive annual library appropriations ranging from \$1,000 down to \$200. No institution is without a library though not all are organized or well selected or large enough for the needs of the institution. The library commission lends an organizer to assist in this work and in some cases the book selection and the affairs of the library are put into the hands of the commission. The librarian from the School for Feeble Minded Youth will attend the summer school.

In Iowa libraries exist in all of the fourteen state institutions; all are classified,



organized and administered according to approved library methods. All except the penitentiaries have appropriations of \$300 to \$500 each for the purchase of books. In the penitentiaries the fund received from visitors' fees is used for this purpose. Reports are made each month to the Board of Control showing the reading done by classes in each institution. A trained librarian appointed by the Board of Control gives all her time to the institutional libraries, superintending the work, doing the book selection, supplying the technical knowledge, instructing the librarians and stimulating the reading.

In Kentucky the prisons and hospitals are under separate boards, neither of which has done much for the libraries in the institutions under their charge, but both have the matter under consideration and better things are looked for in the future. The prison libraries are represented as inadequate and unsuitable. One only has a fund for the purchase of books and that only \$50. The only books in the Houses of Reform are the traveling libraries loaned by the library commission. Two state hospitals have very small libraries and no fund. One has about 800 volumes and an annual fund of \$250.

The chairman of the Board of Control of State Institutions in Kansas writes that considerable interest is taken in providing suitable reading for the dependents and defectives of that state and that the institutions are urged to systematic work, but does not state whether all have libraries.

The Maine Insane Hospital has an endowment which yields an income of about \$600 annually which is expended for books for the general library, periodicals and medical books. According to the chaplain of the Maine state prison "additions are made to that library from three sources, a few volumes by purchase, some by gifts from individuals, but mostly by gifts from the state library of books no longer useful in the traveling libraries."

The Massachusetts prison commission

reports libraries in substantially all the prisons. The larger ones are classified.

Michigan has a state appropriation for books. All the institutions have libraries of some kind, but none are classified or organized according to modern methods. The selections are made by the state librarian.

Minnesota has also an appropriation for books in the state institutions. The public library organizer from the Library Commission pays regular visits to the institutions, selects the books and supervises the work. Not all are classified and several need new books. The two asylums for incurable insane and the hospital for inebriates have only traveling libraries.

In Missouri five institutions have no libraries. Traveling libraries are sent to the insane hospitals. In the boys' training school the library is managed without system. If a boy wants a book the superintendent takes what may be at hand and gives it to him.

Nebraska has a state appropriation of \$2,000 made directly to the Library Commission to be expended by them for the thirteen institutional libraries. This is used for books, supplies and periodicals except in two institutions which supply their own magazines. The institutions are asked to furnish cases only and some one to loan the books. Books are selected by the commission and prepared for circulation in the commission office.

In New Hampshire the legislature makes an appropriation for the libraries in the state prisons and state hospitals.

The February number of New York Libraries was made an institutional number and among other things contained reports from the institutional libraries of the state showing libraries in all but two or three institutions which are supplied by traveling libraries. The following editorial comment is made on these libraries: "Of the thirty-six institutions from whose libraries detailed reports are herewith presented, there are not more than two or three whose library conditions would be regarded as up to the

standard commonly expected and demanded for public libraries. For not one of them does the state provide a sufficient appropriation for the attainment of such a standard." The committee appointed by the State Library Association on libraries in the penal institutions in the state of New York in making their report recommend a change of title for the committee to include the charitable as well as the penal and reformatory institutions and a request that the legislature pass an act authorizing the appointment of a supervising librarian for the state institutions.

The libraries in many of the state institutions of North Carolina are reported so small and poorly cared for that they are practically useless. The School for the Blind has a separate library building called the Laura Bridgman Library and there is a good library in the School for the Deaf classified by the teachers. The value of this work is appreciated by the Board of Charities but there is a lack of funds.

The North Dakota Library Commission has recently been asked to assist in selecting books and organizing a library for the state penitentiary where a thousand dollars is to be expended. No libraries exist in the other state institutions.

The Oregon Library Commission reports libraries in all the state institutions except one just opened. All the institutions are located at Salem and receive direct assistance from the commission in organization and book selection and management of their libraries. Purchases are made from a general fund. All are reported adequate except one to be made so. Three are classified and the rest are to be.

Pennsylvania has libraries in all the state institutions but none are organized, classified or administered according to accepted library methods. The Library Commission takes the position (wisely it seems to me) that their part lies in stirring up the boards in charge of the institutions to active interest in these libraries, rather than themselves mixing in the affairs of another organization, though as yet little has been accomplished in that direction.

Tennessee has a library in the School for the Blind, the School for the Deaf and the state prison, but none in the insane hospitals. These are organized and classified to a limited extent only.

From the biennial report of the Texas Library Commission I quote the following: "Only a few of the institutions have libraries and as a rule these are small and without reference to the purpose they are to serve. Some have nominal librarians, but none trained and a library without a trained librarian is like a piano without a pianist, valuable, even expensive, but of little use or pleasure."

In Vermont an appropriation of \$500 was made in 1910 and \$200 is now appropriated annually. This is divided between the libraries in the State Prison, House of Correction, State Industrial School and Insane Hospital and is under the control of the Free Public Library Commission which purchases the books and oversees the cataloging. A card catalog of each institution is kept at the commission office. The State Prison also has a printed catalog.

Washington has a library of some kind in all its institutions, but in none is it a real factor. None are classified.

In Wisconsin no institution is wholly without a library. They are organized and classified in a limited way only. The commission assists to some extent in book selection.

From these reports we may draw the following conclusions: (1) Libraries of some kind exist in many state institutions. (2) Probably most of these libraries are only partially adequate, if not wholly inadequate and unsuitable. (3) Few are organized or administered according to the best methods, have proper rooms or a librarian in charge to render even their present collection useful. (4) In a few states only is there trained supervision or systematic library work undertaken in the institutions. (5) Where appropriations are made they are seldom sufficient to properly maintain the libraries.

The responsibility for this work lies (1) with the governing bodies, the Boards of

Control and other boards to whom is committed the care and welfare of the defectives and dependents of the state and the superintendents of the various institutions who are directly responsible for this care, and (2) with the librarians entrusted with library extension and the carrying of books to those who would otherwise be bookless, the state library commissions.

That the superintendents partially appreciate the value of the book is evidenced by library beginnings in many institutions and their readiness to co-operate in movements toward the improvement and increased usefulness of the libraries. But they are busy men with many departments on heart and mind and the boards are charged with many interests.

It is not surprising, therefore, that it is the librarians who have recognized the importance of these libraries and the fact that if they are to become a real force in the institutions the work must be given to some one whose business it shall be, who is trained for it, and who has the time to give it proper attention.

As few institutions are yet in a position to individually employ a trained librarian, the solution of the problem has seemed to be a joint or supervising librarian for all the institutions of a state or of a kind in a state.

Iowa through the influence of Miss Tyler and Mr. Brigham was the first to undertake this work and is still the only state in which institutional library work is done by a librarian working under the Board of Control and giving all her time to the institutions. The other states having institutional supervision are Indiana, Minnesota, where an officer from the commission gives part and Nebraska the whole of her time to the institutional libraries, and Oregon, Michigan and Vermont where the work seems to be done directly by the secretary.

If the Board of Control and the institutional heads are not affected by party changes the advantage, it seems to me, lies with the librarian employed by them, who

goes into the institutions with authority from the board to do what needs to be done and not as a guest, who is sometimes unwelcome. The book selection can thus be better guarded and I believe books purchased with institution funds will be better cared for by both officers and inmates than those received by donation. Appropriations are also likely to be larger if made directly to each institution than if made in a lump sum to the commission.

The initiative, however, will undoubtedly lie with the library commission and the importance of institutional library work is such that should the boards fail to use their opportunity it may become the part of the library commission to at least inaugurate the work, which having begun they will probably be allowed to continue.

Before closing may I emphasize very briefly three important points in connection with institutional library work. I wish I might elaborate both these and the other points which I have touched so hurriedly, but time forbids.

1. If the libraries are to become a real factor for good in institutional work, the book selection must be differentiated to meet the needs of the different classes of readers, and great care used to exclude the harmful and include helpful books only.
2. To make these libraries most useful there should be suitable rooms, not only for the proper shelving of the books, but for use as reading rooms where the atmosphere of book lined walls may yield its helpful influence and prepare the way for public library use by the boys and girls at least when the opportunity shall come to them.
3. Though there may be a supervising librarian in the field, there should be a competent institutional librarian who shall not only do the routine work, but have sufficient knowledge of books and readers to be able to fit them together and sufficient time to do the work properly.

Thus shall these libraries, not only bring brightness and cheer to lives otherwise dull and colorless, for

"This books can do;—nor this alone; they give  
 New views to life, and teach us how to live;  
 They sooth the grieved, the stubborn they chastise,  
 Fools they admonish, and confirm the wise;  
 Their aid they yield to all: They never shun  
 The man of sorrows, nor the wretch undone;  
 Unlike the hard, the selfish and the proud,  
 They fly not sullen from the suppliant crowd;  
 Nor tell to various people various things,  
 But show to subjects what they show to kings."

The PRESIDENT: I am very glad to be able to announce that Miss Rathbone has kindly consented to exhibit some extremely interesting charts which have been prepared and exhibited in connection with the work of the library school at Pratt and I am sure that all of you will miss something if you do not avail yourselves of the opportunity which is here presented to see them and to hear the explanation concerning them.

Miss RATHBONE: I am very glad indeed to tell you a little about our exhibition because we found it an interesting thing to do and the people who saw it were interested in it. The genesis of the matter was this: When Miss Alice Tyler was at the school this spring we were speaking about budget and other exhibitions and she said, "I do wish librarians could find some way of graphically presenting library work so that people could understand it as the child welfare work has been presented." That remark of hers, coupled with the fact the library school has never taken part in the exhibition that Pratt Institute has held for a great many years, at the end of the third term, suggested to me the idea of putting the problem to the class of devising an exhibition that should be a visual presentation of the school course and also of library work in general in a form that would be interesting and intelligible to the general public. After a visit to the Bureau of Municipal Research, where Dr. Allen gave them a talk on the value of graphic

presentation of facts, I told the students that they were to have the entire responsibility of the planning and execution of this exhibition as a problem in the library administration seminar. It was, of course, an experiment but I was sufficiently convinced of its success after the class made their first and only report of progress, to invite the staffs of the neighboring public libraries to the exhibition. When the material was assembled and installed it created a good deal of interest both in the Institute among the librarians who saw it, and, best of all, on the part of the public at large. We had about five hundred visitors in the four days it was open and it seemed to awaken in the minds of the people who saw it some conception of what library work means. We heard many comments of this kind, "Well, now that I understand the work the library does, I am going to use it more intelligently." One high school boy said, "Gee! I've had an awful time trying to use this library before, but I think I know what it is about now." That sort of a thing made me realize that the exhibition might be of value to some of you as showing one way by which people could be interested in the actual work done in a library, so I wrote to see if space could be had to install it here. It was too late, however, so I simply brought up a few of the charts as examples.

The exhibition began with the technical work of the library—the progress of a book through the various steps was illustrated by a ladder the rungs of which were labeled, Book Selection, Ordering, Receiving, Accessioning, Classification, etc. Books were shown running toward this "Library Ladder," nimbly climbing the rungs, while at the top they acquire wings and fly "off to the public." This chart hung over a table on which the successive operations were shown in detail the same book being used as an illustration throughout. The successive steps were numbered to correspond to the rungs of the ladder. For example, Book Selection was shown by a group including the A. L. A. Booklist, the

Book Review Digest and two or three of the reviews. The descriptive card read "No. 1. These are a few of the aids in book selection."

Following that was a chart (exhibiting it) to illustrate the utility of classification, on which was presented a group of ten scientific books unclassified, followed by the same ten in D. C. order, with the question, "In which group would it be easier to find the books on insects." That was followed by another exhibit to prove the utility of subject cataloging. Two copies of the same book were obtained, one new and the other quite worn, the book being Gleason White's "Practical designing," which is made up of a number of papers on minor arts, by different authorities. The new book with a single author card lay on the table surrounded by radiating interrogation points, questions unanswered, and over the book hung this inscription: "This book looks new. Why? Because nobody knows what is in it. It is poorly cataloged." The worn copy lay on the next table and radiating from that were a number of questions with the catalog cards that answer them attached. Over that was the screed: "This book shows wear. Why? Because it can be reached from twenty-four sources. It is well cataloged." People who had not known before what a catalog meant studied that thing out and the change of expression which came to their faces when they saw the new book and the worn book side by side and understood what it signified was delightful. It struck home.

The work of the reference department was tellingly illustrated by an arch in which the reference library was the keystone, all intellectual activities depending on it.

(Miss Rathbone then exhibited various other charts and described them in detail.)

In addition to this, children's work, the field work, the courses in binding and printing, the making of reading lists, the course in fiction were represented.

Altogether we felt that graphic illustration of library work was not only possi-

ble but distinctly worth while and that the exhibition had done a good work in educating the library's public, as well as the class, and we expect to make it a permanent feature of the year's work.

Adjourned.

#### FOURTH GENERAL SESSION

(Thursday morning, June 26, 1913)

The PRESIDENT: We begin this morning the fourth session of this Thirty-fifth Annual Conference and I shall ask the chairman of the Committee on Library Administration to submit at this time his report.

(Dr. Bostwick here read the report.)

The PRESIDENT: You have heard the report of the Committee on Administration. This report embodies some recommendations which it seems to the Chair should be acted upon. Therefore the recommendation which suggests the appointment of a committee to undertake certain work will be referred to the Executive Board for their attention, as, in accordance with the terms of the Constitution, it devolves upon the Executive Board to name the committees. The report will be printed in the proceedings.

(This report is printed with other committee reports. See page 126.)

Mr. RANCK: Mr. President, there is just one item, about questionnaires, if I may have a moment to state it, that I think the committee has not referred to. It is a matter of some importance to us at our library. I think we answer, in the form of questions of one kind or other, not all from libraries however, about a thousand a year. I should like to insist on the importance, when a blank is sent out on which spaces are left for writing in the answers, that a duplicate be sent so that a library can keep a copy of the answers sent. Again and again we have to copy them because we feel it very important that we should know just exactly what we are sending out in that way. And if possible, in the printing of that report I should like to see the committee include

that, if they are willing to accept the suggestion.

The PRESIDENT: The suggestion is a very good one.

The PRESIDENT: I feel like congratulating you this morning upon the program for this fourth session, the general theme being: "Children and young people; their conditions at home, in the school and in the library." No matter how splendid a structure may be reared nor how beautiful it may be, without an adequate foundation it is most insecure. We have learned to realize in library work that we must begin at the beginning if our work is to have any perpetuity or any permanent result. We feel that, splendid and admirable in every way as the work with the adults is, that that alone is not enough. That work invites, as it deserves, our respect and admiration, but in the work with children is centered our affection. And when I say this I do not mean to intimate for one moment that that work is enveloped in sentiment. I believe most firmly that the work with children is constructive work of the very highest order. If there are any in this audience who doubt that I am sure that after we shall have heard the papers of this morning the doubts will be dispelled. We shall have this work in three volumes this morning, the first volume comprising two chapters. The title of the first volume is *The Education of Children and the Conservation of their Interests*, and Chapter One will be contributed by Miss FAITH E. SMITH, of the Chicago public library, on

#### I. CHANGING CONDITIONS OF CHILD LIFE

It is now twenty-eight years since some one first recognized the fact that children needed to have special libraries or special collections of books in libraries, and thereupon opened a children's reading room in New York City.

Some of the conditions affecting child life today existed then, but we know more about them now than we did then. We

have many specialists in sociological fields who are making investigations, compiling statistics, drawing conclusions, and telling other people how to make the world a better place. Our rapid industrial development is producing many problems concerning child welfare, some of which are of vital interest to us as library workers; others we may well leave to playground associations, juvenile courts, health bureaus, social settlements, child labor committees, schools and churches. It is not ours to change housing conditions or to do away with child labor, but it is ours to meet these conditions, to be god-parents to those whose natural parents are not inclined or not able to guide their reading, to present to the children's minds other worlds than the tenement or street, and to give to children worn with daily labor such books as will be within their grasp, and will help them to permanent happiness.

In 1885 when a children's library was opened by Miss Hanaway in New York City, there were fewer means of recreation than there are now. There were no motion-picture shows, no children's theaters, no municipal recreation parks with free gymnasiums, swimming pools and baths. Child labor had only begun to be exploited by large manufacturing establishments (1879). Then there were more homes, permanent abiding places, where there was room for children both to work and to play. There was more family life, where father and mother and children gathered about the evening lamp, and father read aloud while mother sewed and the children listened, or where each member of the family had his own book in which to lose himself. There were daily duties for each of the children, the performance of which gave them training in habits of responsibility.

Today such conditions may be found only rarely, except in small cities and villages.

Congestion in large cities has led even well-to-do families to live in apartment houses. In Chicago this sort of life began only thirty-four years ago, and today one

third of all that city live in residences having six families per main entrance. (Chicago City Club-Housing exhibit.) This tendency to apartment life means the loss of the joy of ownership, the feeling of not-at-homeness and consequent restlessness, due to frequent change of environment.

Book agents say that they cannot sell books to families in apartment houses, because they have no room for books. Scott Nearing in his "Woman and social progress" regrets "the woeful lack of provision for the needs of the child in the construction of the modern city home. Huge real estate signs advertise the bathroom, bedrooms, the dining room and kitchen, the library, and reception hall. But where is the children's room? Owners do not care to rent houses to people having children. Many of the apartment houses exclude children as they exclude dogs or other objectionable animals." Yet we say, and rightly, that this is the century of the child.

The complexity of modern life, the tendency to materialism, the multiplicity of interests, have deterred many parents from being actively concerned in the growth of the minds and the souls of their children. This part of their development is being left to teachers, church workers, leaders of boys' and girls' clubs, etc. There is not time for reading aloud to children at home, and little concern is manifested by many intelligent parents, regarding their children's choice of books. The "poor, neglected children of the rich" are not allowed to use the public library books, because there may be germs hidden among the leaves. They may have their own books, but they are denied the joy of reading a book that some other boy or girl has read and pronounced "swell".

Because of this lack of concern on the part of parents in children's reading, are we not justified in our hitherto condemned paternalism?

Home life among the very poor in the congested districts of our large cities is often such as is not worth the name. The practice of taking lodgers which prevails among some foreign elements of the popu-

lation, means the undermining of family life, and often the breaking down of domestic standards. (Veller, "Housing reform," p. 33.) "Thousands of children in Chicago alone are being exposed to the demoralizing influences of overcrowded rooms, of inadequate sanitary provisions, and of unavoidable contact with immoral persons."

"Bad housing is associated with the worst conditions in politics, poverty, population density, tuberculosis, and retardation in the schools. It is directly related to many cases of delinquency of boys and girls, who have been brought before the juvenile court." (Breckenridge and Abbott, "The delinquent child and the home.")

Furthermore wrong home conditions result in driving children to the street. The child who finds no room at home to do the things that he wishes to do, not even room to study his school lessons, is inevitably forced into the street, "not only in the day time, but as common observation shows, until late at night, not only in good weather but in foul." Here he grows up, and is educated "with fatal precision." The saloon and its victims, the hoboes and their stories, criminals dodging the police, lurid signboards, a world of money-getting, all become only too familiar to him. Sin loses its sinfulness, and gains in interest and excitement.

Are we placing our attractive children's rooms, clean and orderly, adorned with flowers and fine pictures, where they may be readily seen from the street, where picture books placed in the windows may vie in alluring powers with the nickel-novel window displays?

The boy of the street may be a member of a boys' gang, and if so, this becomes one of the great influences acting upon his life, either for good or for ill. Mr. Puffer makes the statement that three-fourths of all boys are members of gangs. (Puffer, "The boy and his gang," p. 9.)

Those boys are fortunate whose gang is an organized body efficiently directed, such as the Boys' Scout Patrol. This, Mr. Puffer says, "is simply a boys' gang, systematized.

overseen, affiliated with other like bodies, made efficient and interesting, as boys alone could never make it, and yet everywhere, from top to bottom a gang." Here lies an opportunity for co-operation on the part of the library, and many are the interests awakened by the Boy Scout movement which may be encouraged by the library.

Another influence constantly appealing to children of the street as well as to others, is the glaring advertisement of the moving-picture show. Moving pictures are now the most important form of cheap amusement in this country; they reach the young, immigrants, family groups, the formative and impressionable section of our cities, as no other form of amusement, and can not but be vital influences for good or ill. In 1910 it was estimated that more than half a million children attended motion pictures daily. (Juvenile Protective Assn. of Chicago, "Five and ten-cent theaters"—pamphlet.)

Is it not possible for the library to make permanent whatever good, though fleeting, impression may be made by educational pictures or pictures from great books, by co-operating with the picture shows, and being ready to supply to the children copies of the stories, nature books, or histories to which the children may have been attracted by the motion pictures?

During the meetings this week our interest in the adult immigrants and their relation to the library has been aroused and augmented, and it has been proven conclusively that the solution of the immigrant problem must of necessity rest with the children. The change in the type of immigration in recent years from a large percentage of English-speaking and Scandinavian races having a low percentage of illiteracy, to a leadership among races of eastern and southern Europe, with a very high percentage of illiteracy, has had a decided influence on standards of living.

These people of other lands do not adapt themselves to American ways as readily as their children. Many do not know the English language, they do not stir far from home or from work, and have few new ex-

periences. "Many things which are familiar to the child in the facts of daily intercourse, in the street or in the school, remain unintelligible to the father and mother. It has become a commonplace that this cheap wisdom on the part of the boy or girl leads to a reversal of the relationship between parent and child. The child who knows English is the interpreter who makes the necessary explanations for the mother to the landlord, the grocer, the sanitary inspector, the charity visitor, and the teacher or truant officer. It is the child again who often interviews the boss, finds the father a job, and sees him through the onerous task of 'joining the union.' The father and mother grow accustomed to trusting to the child's version of what 'they all do in America,' and gradually find themselves at a disadvantage in trying to maintain parental control. The child develops a sense of superiority towards the parent and a resulting disregard of those parental warnings which, although they are not based on American experience, rest on common notions of right and wrong, and would, if heeded, guard the child." (Breckenridge and Abbott, "The delinquent child and the home.")

Can books not teach children to honor their father and mother, and "that the head and the hoof of the Law, and the haunch and the hump is obey"?

We are told that one of the causes of crime among the children of foreigners is transmitted ambition. "The father left the homeland because he was not satisfied. . . . He worked hard and saved money, that the dream of better things might be realized. . . . The son manifests this innate tendency by a desire to excel, by the longings to rise and be masterful, the ambition to beat the other fellow—these are the motives which impell him to an intensive life that carries him to excess and transgression." (Roberts, "The new immigration," p. 325.)

It is for us to interest this ambition and turn it into right channels. We may also discover what special interests are uppermost in the minds of those of different



nationalities, things they wish their children to love, traditions they have cherished, and which we may help the children to cherish.

Driven by necessity or by the spirit of the age, the immigrant quickly develops a strong ambition for acquiring money, supposing that he landed on our shores without that impelling force. One of the consequences is that he withdraws his children from school as soon as they are old enough to secure their working papers. "To the Italian peasant, who, as a gloriously street laborer begins to cherish a vision of prosperity, it matters little whether his girls go to school or not. It is, on the contrary, of great importance that a proper dower be accumulated to get them good husbands; and to take them from school to put them to work is, therefore, only an attempt to help them accomplish this desirable end." (Breckenridge and Abbott.)

In 1911 the National Child Labor Committee conducted an investigation of tenement house work in New York City. Among 163 families visited having 213 children, 196 children ranging in ages from  $3\frac{1}{2}$  to 14 years were working on nuts, brushes, dolls' clothes, or flowers. These are truly not the good old-fashioned domestic industries in which children received a good part of their education. Those working in factories and tenement sweat shops, where labor is specialized and subdivided into innumerable operations, do not get the variety of employment that cultivates resourcefulness, alertness, endurance and skill. (Child labor bulletin, Nov., 1912.)

We cannot expect these children, with bodies retarded in development by overwork, and without proper nourishment, to be able to take the same mental food that is pleasing to other children of the same age, who have had all necessary physical care.

The hours when working children, those engaged in gainful occupations, and those who are helping in the homes, are free for recreation, are in the evening and on Sun-

day. Are we placing our most skilled workers on duty at these times, and are we opening our story hours and reading clubs on Sunday afternoons, when the minds of these children are most receptive of good things, when the children are dressed in their good clothes, their self-respect is high, and they are free from responsibility?

It is a well-known fact that the need of money is not the only cause of the exodus from school that occurs in the grades. An investigation made by the Commissioner of Labor in 1910 (Condition of woman and child wage-earners in the U. S., vol. 7), examining the conditions of white children under 16, in five representative cities, showed that of those children interviewed, 169 left school because earnings were necessary, and 165 because dissatisfied with school. The Chicago Tribune (Nov. 11, 1912) stated that in 1912 there were in Chicago over 23,000 children between 14 and 16 years of age, who were not in school. Over half of these were unemployed, and the remainder had employment half the time at ill-paid jobs, teaching little and leading nowhere. In 1912 there were 34,000 children of Philadelphia not in school, and only 13,000 were employed. (Philadelphia City Club Bulletin, Dec. 27, 1912.)

The curriculum of our public schools is in a transitional stage. The complaint of parents who take their children from school before they have completed the high school course, is that it does not teach them to earn a living. The desire of commercial men is to have such courses introduced as will lessen the need of apprentice training in their establishments. These changes may help boys and girls to earn a living, but those courses which teach them how to live may be sacrificed. Man does not live by bread alone. Mrs. Ella Flagg Young says, "The training must also implant in the mind a desire to become something—I mean by that an ideal. . . . It must make the boys and girls able to know that they have possibilities of greater development along many lines." This sort

of training is within the sphere of the library as well as within that of the schools.

The children in the rural districts (which the 1910 census interprets as meaning people of towns of less than 2,500 inhabitants, and people of the country) are the library's great opportunity. In these districts may be found the old-fashioned home life, where parents are glad to be aided in the direction of their children's reading. There are fewer distractions in the way of amusements. Books are not seen by the thousands, until they have become so confusing that one knows not what to read or where to begin. Homes are owned, instead of rented, and a library worker is not liable to lose her group of children each first of May.

The pleasures of city life have been made easily accessible to children and grown people by means of trolley lines, good roads, telephones, etc., and the music of grand opera has been carried to the country homes by means of talking machines. Still the distractions of modern life have not absorbed a large part of the everyday life of the children, so that their minds may be appealed to along the line of their natural interests. As Miss Stearns told us yesterday, there is less of drudgery in farm life today than there was thirty years ago, and children have more time for study and reading; but they need direction and assistance.

The consensus of opinion among writers on rural sociology is that the great need of the people of the country is more education; education that will make farming more scientific and efficient, and less fatiguing, education that will help boys and girls to find amusement in the life about them; education that will guide that passion for nature which every normal child possesses.

\* \* \*

Because children today have many more opportunities for recreation than they had thirty years ago; because many leave school long before they have acquired the education that will teach them how to live, as well as how to earn a living; because

in many homes mothers and fathers cannot train their children in American ideals of citizenship, which they themselves do not understand; because in other homes the physical needs of children are held to be of most importance, while mental and moral needs are left to the care of teachers and social workers, the time seems ripe for the library to place emphasis upon the educational side of its work, rather than upon the recreative. Let the recreative be truly re-creative, giving relaxation, new visions, higher standards of living, and increased belief in one's self, but let the educational work meet the children's needs, increase their efficiency, teach them how to live, and to be of service in the world's work.

Mr. Bostwick, in the Children's section, mentioned three eras in library work with children; first, the era of children's books in libraries; second, era of children's room; third, era of children's department. These concerned books and organization, the machinery of getting the books to the children. We think we have learned something about children's books, and we know approved methods of administration. Possibly we are now on the verge of the fourth era, when we shall know children. Not the child with a capital C, a laboratory specimen, but living children, with hearts and souls. Do we know the conditions under which the children of our own neighborhood live? Do we understand their interests, and are we sanely sympathetic?

The PRESIDENT: We are glad to get Chapter Two: How the Library is Meeting these Conditions, by Miss GERTRUDE E. ANDRUS, of the Seattle public library.

## II—HOW THE LIBRARY IS MEETING THE CHANGING CONDITIONS OF CHILD LIFE

Every month, if the mails are regular, we receive assurance that the public library is an integral part of public education, and the complacency with which we accept this assurance gives ample opportunity to our critics for those slings and arrows with which they are so ready. Ideas

and ideals of education are rapidly changing and it behooves the librarian, and more particularly the children's librarian, to see that she keeps pace with the forward movement and that the ridicule of her censor's is really undeserved.

The old idea of education was to abolish illiteracy, "to develop the ability, improve the habits, form the character of the individual, so that he might prosper in his life's activities and conform to certain social standards of conduct."

The new idea of education is that of social service, to train children to be not mere recipients, but distributors, not merely to increase their ability to care for themselves, but also their ability to care for others and for the state.

This perhaps sounds a note of the millennium, but we have been told to hitch our wagon to a star and although the star proves a restive steed and often lands us in the ditch, we travel further while the connection holds than we should in a long, continuous journey harnessed to a dependable but slow-going snail.

It may seem a far cry from these comments on education to the topic of my paper: How the library meets the changing conditions of child-life, but in reality it is only a step, for just as in philanthropy the emphasis is placed more and more upon prevention rather than remedy, so in education the task is coming to be the training of the good citizen rather than the correction of the bad citizen. And if the library is, as we are anxious to claim, an integral part of public education, it must have a share, however small, in the preventive policy of modern educators, which will in time effect a change in present social evils. Unless the library, as it meets these constantly changing conditions, can do something to improve them and to make the improvement stable, it has small claim to be included in the educational scheme of things.

In the conditions of child life which Miss Smith has outlined, the breaking up of the home is the most serious handicap which the children have to face. It is on

this account that all social agencies working with children endeavor, so far as each is able, to supply an "illusory home" and to give, each in its own capacity, the training in various lines which ought in a normal home to come under the direction of the mother and father.

There is a spreading belief in the value of reading but there is a woeful lack of knowledge as to what should be read, and the children's library therefore fills a double rôle; it provides books which it would be impossible for many of the children to get otherwise, and it selects these books with thoughtful care of the special place each one has to fill, so that it becomes a counselor, not only to the children but to those parents who are anxious to assume their just responsibility in the guidance of their children's reading, and yet feel their inability to breast unaided the yearly torrent of children's books. The stimulation of this feeling of responsibility on the part of parents is one of the most effective means at the library's disposal of striking a blow at the root of the whole matter, for it is on the indifference of the parents that the blame for many juvenile transgressions should rest, which is now piled high upon the shoulders of the children.

In this connection mention should be made of the home library, the most social of all the library's activities. This small case of books, located in a home in the poorer quarters of a city and placed in charge of a paid or volunteer library assistant has been proved to be a potent force in the life of the neighborhood, for the "friendly visitor," if she be of the proper stuff, is not merely a circulator of books, she is an all-round good neighbor to whom come both children and mothers for help in their big and little problems, so that the results have proved to be "better family standards, greater individual intelligence, and more satisfactory neighborhood conditions."

But even granting that the mothers and fathers show a deep concern in what their children read, the connection between books and children is often left of neces-

sity to the children's librarian who is selected with special reference to her adaptability to this particular kind of work. Now, no matter how strong a personality this young woman may possess, no matter how high her literary standards, nor how far-reaching her moral influence, it is obviously impossible for her to come in contact with more than a few of the children in her community. And in order to provide that intimacy with books from which we wish no child to be debarred, she must depend not alone upon her children's room, beautiful and homelike though that may be, but she must place her resources at the disposal of other educational agencies, all of which are working toward a common end. Of these the most powerful is the school, and through the lessons in the use of the public library, through the collections of books placed in the school-rooms, and most of all through the influence of the teacher, the public library will touch the lives of thousands of children who might otherwise be in ignorance of its resources, and who through this contact will receive a vivid impression of their share as citizens in a great public institution. In this correlation of school and library care must be taken to place an equal emphasis upon the library as a place for recreation as well as a place for study.

Contrary to the teachings of our Puritan forefathers, we are growing more keenly alive to the imperative need of healthful recreation as a means of combating existing social conditions, and our great cities and our little villages are gradually making provision for the gratification of the desire of the people to play. Nowhere does the library find an alliance more satisfactory than with these playcenters, for it is in the union of the physical and mental development that education comes to its fullest fruition and the striving to instill "imagination in recreation" can find no better field than in these places where not only muscles but minds may be exercised.

These are the well-worn channels through which the children's library pours

its stream of books into a thirsty land, channels into which run the tributary streams of deposit stations, churches, settlements, telegraph offices, newsboys' homes, and all the rest which it would only weary you to repeat.

We are constantly engaged in deepening and broadening these channels because we believe in the power of books to develop character and to broaden the vision of that "inward eye which is the bliss of solitude." Now the book that does this most effectively is the book behind which lies some personality. We all know the popularity of "the book Teacher says is good." But the problem of the children's librarian is not limited as is the teacher's to two or three dozen children. She must lay her plans to reach hundreds of children and she can do this only by dealing with the children in groups: in other words, in clubs, reading circles, and story-tellings.

The natural group of child life is the boys' gang or the girls' clique which offer unlimited opportunities for good or ill. The tendency of a neglected group is to develop strongly a regard for the interests of the individual group and make it antagonistic, if not actually dangerous, to the larger group of society.

The possibility of touching children's interests, enlarging their horizon, and influencing their ideals through these groups has been utilized in the club work of many libraries. Although all library clubs lead eventually to books, the way may be a circuitous one and baseball, basketry, and dramatics may be met on the way. But aside from the book interest, without which no library club can be considered legitimate, there is the opportunity of guiding the activities of the group by means of debate work or similar interests so that their attention may be directed outside of their immediate environment and made to include the greater possibilities of the larger social group.

Very often in girls' clubs the charitable impulse is strong and may be so led as

to instill a very thoughtful sympathy for others.

It is for the things we know best that we have the most sympathy and the truest devotion, and we may expect real patriotism and an active civic conscience only when we have taught the children to know thoroughly their country and the city in which they live. This is some of the most valuable work that is being done by libraries, and it may be well passed on, as has been done in Newark, to become a part of the school curriculum. Indifference to the fatherland is not the best foundation on which to build the superstructure of American patriotism, and the confused and homesick foreigner welcomes with gratitude the books in his own tongue provided by the library, the opportunity to use the library's auditorium for the meetings of his clubs with unpronounceable names, the respect with which his especial predilections and prejudices are considered by the library in his immediate neighborhood, the display of his national flag and the special stories told the children on the fete day of his country. A people without traditions is not a people, and if we expect these strangers to respect our institutions, we must show them an equal courtesy.

This regard shown by the library and other institutions for the national characteristics of the parents reacts upon the children and they grow to understand that though their elders may have been outstripped in the effort to become Americanized they have behind them an historical background which is respected by the very Americans whose customs the children ape so carefully.

The reading circle and the story hour are similar in their purpose for they are both intended to call the attention of the children to special books and to open up the delights of a new world to imaginations often starved in squalor and poverty. Both the reading aloud and the story-telling have their rightful place in the home and are merely grafted on the library in its attempt to supply its share

of the "illusory home" for which we are striving.

If the Sunday story-tellings and clubs meet the neighborhood needs more efficiently as Miss Smith has suggested, the library schedule should be so arranged as to accommodate them.

The time of childhood is a time of unbounded curiosities. Everything is new and wonderful and open to investigation, and that library may count itself blessed of the gods which can command the co-operation of a good museum. Given an exhibit case containing a few interesting specimens, a placard bearing a brief description of the specimens, and the titles of a few books on the subject obtainable at the library, and we can all of us picture a rosy dream of budding scientists, nature-lovers, and historians.

This child-like interest is the secret of the popularity of the moving-picture show. Here we see unfolded the processes of nature, the opening of a flower, the life of a bee, we ride in a runaway train and in an aeroplane, and we see enacted the daily human drama of love and hate. Here is an opportunity which many libraries have grasped, and slides are furnished the picture theaters announcing the location of the library and bearing some such legend as this: "Your Free Public Library has arranged with this management to select interesting books and magazine articles upon the historical, literary, and industrial subjects treated in these pictures. It is a bright idea to see something good and then learn more about it." Mr. Percy Mackaye in his recent book on the Civic Theater, comments on this as follows: "A brighter idea—may we not add?—if the founders of the library had recognized the dynamic appeal of a moving-picture house, and endowed it to the higher uses of civic art! Truly, a spectacle, humorous but pathetic: Philanthropy in raiment of marble, humbly beseeching patronage from the tattered Muse of the people!"

So far as the writer knows, but one library has as yet made moving pictures a permanent addition to its activities, al-

though a small town in Washington State has intimated that it would do so, provided the Carnegie Trust Fund would give it money. It is a sign of the times, and one of which note must be taken, for it gives the library a chance to deepen the benefit of such good pictures as there are and to raise the standard of the others.

Unfortunately the interest of many boys and girls is forced prematurely to the subject of how they may aid in the family support. They leave school untrained and unfitted for the life they have to live, and go into shops, factories, department stores, and other service. Whether they leave because of economic pressure or because of a lack of interest in their school work the fact remains that 32 per cent of the children entering school drop out before they reach the sixth grade, and only 8 per cent finish the fourth year of high school. Manual training and vocational guidance are taking a hand in the matter and the part of the library is evident, not only in its supply of books on these topics but in the personal interest of the library assistants and in their suggestions and advice to the young folks who are struggling to find themselves. This is of course but a drop in the bucket but it is an effort in the right direction.

So many of these young people leaving school prematurely are shut up at the crucial age of adolescence in huge factories and stores, creeping home at night too tired to move unnecessarily, or letting the individuality which has been so sternly repressed all day burst forth in excesses and indiscretions. Only a few will come to the library, so to make sure the library must go to them.

One of the most notable examples of this kind of work is in the main plant of Sears, Roebuck & Co. in Chicago. The company furnishes room, heat, light, and librarian's salary and the public library provides the books. This type of library may combine the intimate personal relationships of the small branch, the club, the story hour, and the vocational bureau. It

may, as the Sears, Roebuck library has done, publish lists of books covering certain grades of a school course in grammar, rhetoric, history of literature, and study of the classics, and through the personal influence of the librarian it may make these courses really used, for always in work of this kind it is the personal equation that counts.

Some commercial houses have independent libraries of their own, sometimes in connection with their service department, as does the Joseph & Feiss Co. of Cleveland, in which case the direction of the library comes under the charge of a person whose duty it is to use every means to deepen, strengthen, and broaden the capacity of every employee so that he may remain an individual and not become a machine. This is an age of industrialism which has early placed upon the boys and girls the responsibilities of life, and the love of books is one of the most important of the influences which will keep the pendulum from swinging too far upon the side of materialism and purely commercial ambition.

These are some of the ways in which the library is trying to meet the changing conditions of child life in the city through the children's rooms, the homes, the schools, the playgrounds, the factories, and other institutions which have to do with the employment, amusement, or education of children.

From many of these problems the life of the country child is mercifully free, but in place of them there is the isolation of farm life and the idleness on the part of the children so often found in country villages. As more than half of our population is in the country, it is but logical that libraries should long ago have made some attempt to reach a class of readers who, as Mr. Dewey says, "have a larger margin of leisure, fewer distractions, and fewer opportunities to get the best reading. They read more slowly and carefully and get more good from books than their high-pressure city cousins whose

crowded lives leave little time for intellectual digestion."

Long before the formation of the Country Life Commission, librarians were sending traveling libraries to farm-houses and rural communities, and library commissions are now scattering broadcast the opportunities for reading which will do so much to "effectualize rural society." When we think of books and the country, we think also of Hagerstown and the book wagon, an institution which in its influence on country life may well be added to the famous trilogy of "rural free delivery, rural telephones, and Butterick patterns." Greater attention is being paid in these days to conditions of country life, both on farms and in villages, and the work of the country librarian is as broad and as interesting as that of her city co-worker.

But whether the work is done in the city or the country, in a crowded tenement district or on a thousand-acre ranch, it has as its foundation the same underlying principle: that of co-operation with all other available agencies to the end that the boys and girls may have a fuller opportunity to become good citizens. We cannot be progressive if we are not plastic, and in the adaptation of our work to the changing conditions of child life lies the secret of the value of the children's library.

The PRESIDENT: We give a sigh of satisfaction and one of regret: satisfaction over the pleasure we have had in listening to these fine, moving chapters; regret that they have been so brief. We are reconciled only by the fact that there are two fine companion volumes still to come. Mr. WILLIS H. KERR, of the Kansas State Normal School, will give us the first one, the subject being:

#### NORMAL SCHOOLS AND THEIR RELATION TO LIBRARIANSHIP

That there is a close relation between librarianship and the forces of education is implied both in the special topic of this paper and in the general theme of the

morning: "Children and young people; their conditions at home, in the school, and in the library." Indeed librarian and teacher have more in common than we yet think. For real library work is teaching, and real teaching is guidance in living, and to live well for thy neighbor and thyself is—real library work.

The burden of this discussion will be, not whether the library is an integral part of education, but rather what modern education, as an art, science, and practice, has to say about the attitude and method and practice of library work. With open mind and modest, may we attempt a statement of "library pedagogy" to parallel current educational practice? How may we librarians knit our work more effectively into the educational fabric? How best correlate people and books?

If such a statement of library pedagogy is possible, even though tentative, it is worth our while. From college days there rings in my ears the topic of an address by Dr. Samuel B. McCormick, now President of the University of Pittsburgh: "We can achieve that which we can intelligently conceive and adequately express." We must see our whole job through and through if we are to cope with our friends who do not yet see what we are at. The good brother, a Ph. D. of one of our best universities, a successful city school superintendent, now a fellow professor, who said, "I can see how instruction of our normal school students in library methods will help them in their work here, but how will it help them as teachers? Anyone can find a book in a school library." The superintendent who complained that all his pupils got at the public library was sore eyes and ruined minds from reading trashy fiction; the library trustee who likened library work and salary to dry-goods counter service and wage; the typewriter salesman who objected to open shelves and book wagons and story hours, because they cost—I won't say how much he said; what infinite patience, what skillful teaching power must we librarians have, to turn this tide and use it?

Lest we paint the picture too darkly, let it be said with all thankfulness and cheer that multitudes of teachers, superintendents, boys, girls, men and women, do understand. There is Superintendent Condon, formerly of Providence, now of Cincinnati, of whom Mr. Foster says in the last (1912) Providence report: "Mr. Condon's co-operation with the library was constant, intelligent, and effective." There is Mary Antin and her brothers and sisters, Americans all, to whom one of the richest gifts of the "Promised Land" is the public library. There is State Superintendent Alderman, of Oregon, and Mrs. Alderman. There is the United States Commissioner of Education, Mr. Claxton, and Mrs. Claxton. In every state are men like a western Kansas superintendent (way out next to Colorado, on the prairies), who found his community destitute of books; even school books and tablets had to be ordered by the drug store from a distant city; no community interest, no debating societies, no class plays, no school athletic teams. He made school vital to the boys and girls. Then because to his thinking education does not end with school days, and because he had the library vision, before he was there a year he passed the subscription paper, organized the library association, got the books and magazines, and opened the public library. He gave that town something to live for. And every state has librarians like the little Kansas lady in a country community who does reference work and draws patrons from sixteen surrounding school districts by the use of the rural telephone.

What have the normal schools to do with all this? Before answering this question, it may be well to note that the term "normal school" has not always the same significance. In the United States there are 194 public normal schools. Scholastic standards are of three general types: First, the old-time normal school, whose graduates have little more than completed a high school course including some required pedagogy. Second, the largest division, the two-year normal school, which

requires two years of college cultural and professional work, high school graduation being required for entrance. Third, the normal college or state teachers' college, which grants the bachelor's degree for the completion of four years of college cultural and professional work. As a rule the graduates of the high school normal course go into the rural or the small-town schools; the graduates of the two-year college course, into elementary schools and special subjects; and the graduates of the four-year college course, into high school subjects, principalships, and superintendencies. The four-year state teachers' colleges of the United States can be counted on the ten fingers, and their ultimate sphere of influence is being debated. It would seem, however, that the adequate teacher-training institution must be as broad in its facilities and standards as are the conditions of modern life with which teachers must cope.

In the normal schools of these three types, student attendance varies from 100 to nearly 3,000, the average being about 600. Faculties vary from 8 or 10 members to 125. Equipment varies correspondingly, the better schools having very complete facilities. For example, the Eastern Illinois State Normal School, at Charleston, which is said to have a faculty ranking in scholarship with the universities, has 1,200 students, 31 members of faculty, offers two college years of teacher-training, has three buildings, a library of 16,000 volumes, and like many other normal schools of its type has an assured future and a fine field of influence. You will pardon another example, I hope, cited because I can be still more definite in describing it: The Kansas State Normal School, at Emporia, is a type of the four-year normal college. It was established in 1865. Last year it had 2,750 students, 350 in the training school (comprising kindergarten and grades one to eight), 1,100 in the normal high school, and 1,300 in the college. It had a faculty of 100, nearly half of these being men, many of the best universities being represented. It has 11 buildings, including an



enormous gymnasium, a library, a hospital, a training school, science building, etc. It has a department of library science, in charge of a professor giving full time to that department, and on the same plane as other departments of instruction. Of this same general type, in equipment, numbers, and standards, are the schools at Ypsilanti, Michigan; Cedar Falls, Iowa; Kirksville, Missouri; Greeley, Colorado; Terre Haute, Indiana;—I do not mean to slight other worthy examples.

Aside from these three types of public normal schools, another important type of teacher-training organization is the department of education and psychology in our best colleges and universities, exemplified notably by the School of Education of the University of Chicago, and Teachers' College of Columbia University, the last-named being perhaps the most efficient teachers' college in the world. I hasten to add mention of the conspicuously helpful work in educational psychology, pure and applied, which is being done at Clark University, Massachusetts, under the inspiring leadership of Dr. G. Stanley Hall.

Now, using the term "normal schools" to include all of these types of institutions and as representing their practices and ideals, may we ask the question we left a moment ago, "What have the normal schools to do with librarianship?" This: The normal schools have now consciously taken up the task of preparing teachers who understand the life that now is and can teach boys and girls to live that life and to be useful members of society here and hereafter. These organized institutions of teacher-training take themselves seriously, they accept the responsibility of their task, and they are measureably succeeding; despite the declarations of popular magazines and investigating committees that our schools are a colossal failure. Which they are not, for didn't they train Mary Antin, and Miss Stearns, and you and me? If librarianship is educational work, and it is, the normal schools may therefore have some suggestion of educational practice worthy the consideration of librarians.

What is the educational world thinking and doing? Examine the program of the National Education Association, to meet week after next at Salt Lake City. I group some of the topics from the general sessions: First, What is education?; Education for freedom; The personal element in our educational problems; Teaching, and testing the teaching of essentials; Measuring results. Second, What shall we do with the single-room school?; The rural school; Fundamental reorganizations demanded by the rural life problem; Rural betterments; The schoolhouse evening center. Third, moral values in pupil self-government, The high school period as a testing time, Public schools and public health.

Relate these groups of topics with this definition of education from the late Andrew S. Draper, of honored memory:

"Education that has life and enters into life; education that makes a living and makes life worth living; education that can use English to express itself; education that does not assume that a doctor must be an educated man and that a mechanic or a farmer cannot be; education that appeals to the masses, that makes better citizens and a greater state; education that supports the imperial position of the State and inspires education in all of the States—that is the education that concerns New York."

Mingle with educational men and women, search the educational periodicals and programs, scan the educational books, visit the normal colleges; and I think you will discover that something like this is happening in the educational world: The content of education is being adapted to meet the needs of all the classes and the masses. The method of education is being adapted to the individual. The result is that education is being universalized, socialized, democratized.

In this adaptation of educational material and method, all eyes are upon the individual child. We are studying this child, working for him. We are playing for the batter, tackling the man with the ball. We believe it is more important to develop

the undiscovered resource than to run all boys and all girls through the same hopper. A phrase used in the *School Arts Magazine* for May, 1913, in describing a notable Boston exhibit of art illustration, breathes this spirit: "Instruction in illustration, should be creative and individual from the outset. Models are posed to help in expressing more truthfully the conception of the illustrator rather than as a discipline in abstract drawing."

The true teacher never gives up a boy or a girl. But mind you, we are saving the individual, making a man out of him, not that he may be a self-centered unsocial phenomenon, but that he may be a fellow among men, a useful social unit. We want strong individuality willing and able to live in society.

Perhaps the biggest word in current education is motivation. That word motivation covers a multitude of sins and a multitude of virtues. Motivation does not mean coddling. It does not mean allowing the child to do as he pleases. On the other hand, motivation does not mean forcing an unnatural process or situation upon a helpless child or a helpless public. It does not mean that we are to give something to the child. Motivation is not didactic in attitude.

The spring of action in all of us is impulse. There is no time here to go into the psychology of instinct, impulse, emotion, motive, action, and all that. Suffice it for example that through the play instinct and impulse the wise teacher leads the child to a respect for fair-play, order, law, justice. The child never knows where he got it, but he has what he needed, and he has it indelibly. This process assumes a God-given wisdom on the part of the teacher: to know how that little mind is working, what it needs, how it may be brought to feel the need, and then to lead, draw out, educate that mind—O, miracle of miracles!

A step further in the consideration of the educational process: Perhaps there have been committed more atrocities, more crimes in the name of

education, in the high school than in any other period of school life. More fairly stated, the crimes have been in the upper six years of the usual twelve,—in that period which is called adolescence. Why do so many boys and girls drop out of the upper grades? Why do so many youths never complete high school? The vocational training people have one answer, and it consists in letting the boy work at something of which he feels the need. They motivate his work. The boy from the farm can't read Tennyson's "Princess;" set him at the Breeder's Gazette or the testing of seed-corn; you can teach him English as readily through one task as the other. Only that boy never would learn English from "The Princess,"—and I love Tennyson.

As an example of skillful motivation in teaching may I describe a case which is also an object-lesson to librarians in correlating people and books? It is a third-year high school class in argumentation. After some preliminary study, one day the teacher remarks rather inconsequentially, "Do you know I believe the 'Boston tea party' was an unjustifiable destruction of property, and that unprejudiced historians now admit it?" Now that won't "go" in Kansas any easier than it will in Massachusetts. Teacher is immediately challenged, and she replies, "Well, I'll debate it with you; and I'll be fair and square with you and tell you of some material on your side. But there is one man whose authority I would not want to dispute; you'll surely treat me fairly, won't you?" A young lady member of the class at once puts a motion to the class that it will not be considered fair to use the writings of Edmund Burke against teacher. Does that class depend upon bluffing its way through that debate with teacher? No, it keeps us busy at the library to get material out fast enough, even though we had been previously informed by the teacher that the material would be wanted. Even Dr. Johnson's "Taxation no tyranny" is read with eagerness. Teacher finally agrees to debate even against Burke. Is

Burke a bore to that class? Why, the library has to buy additional copies. Of course, the end desired by the teacher all the time was Burke.

More and more, in the instruction of adolescent and adult, the teacher's effort is being directed toward arousing a problem to be solved. Whether by a class lecture, by a class discussion, or by a personal conference, the pupil is brought to feel that it is important for him to find the answer. Is it not important, then, for the librarian to be skilled in drawing out a statement of the problem, or, changing the figure, to recognize accurately the symptoms and to prescribe unerringly? I think librarians having to do with high school and college students should rather frequently visit classes and attend lectures. If this were done, the pupil would less often be ground between upper and nether millstone, and the millstones would think more of each other.

Thus far, educational ideals and practices. Now will they help us any in attempting to formulate a library pedagogy? I believe they will. I believe that the teaching attitude, the study of the individual, the putting of the individual's needs far and away before the observance of inflexible rule and practice, and the determination to correlate people and books and life to the very ends of the earth,—these four stones at least will be in the foundation of library pedagogy.

I am not sure that all educational people will agree entirely with the foregoing statement of educational principles and methods. I am quite sure that I may as well gracefully hand my head now to some of you because of the following library correlaries of the preceding educational doctrines. Some of these are my own beliefs, some are beliefs of educational men regarding libraries:

In the training of librarians, would it be more in accord with modern pedagogy to have less lecturing, less practice work done in the this-is-the-only-way-to-do-it attitude, and to have more of the come-on-

and-let's-find-out, the learn-by-doing laboratory spirit?

Educational administration is being remodeled, centralized. If library work is to be more and more educational, school men have said to me, why not make the public library an integral part of the city school system, and the state library and state library commission an arm of the state department of education? It is a terrible thought, but it will not down by denying it.

When library work becomes educational through and through, and all library assistants are experts in psychology and human nature, the fines system will be a thing of the past.

Conservation of the individual means that it is better to have a book in use than to have it lying peacefully on the shelf entirely surrounded by unbroken rules.

Conservation of society means that it is better to have the library open on holidays and Sundays, when the working man isn't "dead tired," than to report an increased circulation of fiction.

The PRESIDENT: For an object lesson as to the strenuous life we go to Oyster Bay. For library buildings we go to East Ninety-first street, New York, or when he is in Europe we go to Skibo Castle. For information as to the latest inventions we go to the laboratory of Mr. Edison. For full information as to the best in high school work we go to the Girls' High School in Brooklyn. Miss MARY E. HALL.

Miss Hall spoke extemporaneously upon the enlarging scope of library work in high schools. Some of the points discussed were treated by her in a paper before the section on Library Work with Children at the Ottawa conference, 1912. See Ottawa Proceedings in Bulletin of the American Library Association, v. 6, p. 260-68.

The PRESIDENT: As my eye roves over this audience I see it is thickly sprinkled with punctuation marks. It has been suggested that some of our papers ought to be discussed from the floor. We shall be glad to hear from any librarians who are

in this audience, either in the form of experiences or comment.

Mr. OLIN S. DAVIS: While I approve fully all that the last speaker has said, I feel very strongly that the college or high school library should not be too complete and that the student should be encouraged to use the public library. Work should be given to the students in high schools and girls' schools that would require their coming to the public library, because if the children in the grades and high schools do not learn to use the public library in those years they will not be apt to use the library in later years when they have left school.

Miss HALL: I would like to say that the first thing we do with pupils is to take a census of the entering class to find out how many do not have cards in the public library; interview them to see why they have not; even to write letters to the parents and urge them to allow their children to have cards; and to see before the end of the first term that every student in the entering class has a card in the public library, has a note of introduction from the school librarian to the branch librarian of the public library, and to see that the branch librarian of our big cities and the high school librarian work together four years with that student. We have the very closest co-operation.

Miss AHERN: Most of you reading library literature lately have seen considerable criticism of the fact that when students go out from college they do not know how to use the library. That is sometimes the student's fault, but most often it is the fault of the college curriculum. That is a topic we need not discuss here. But I believe librarians will do a great service to those who are going into college activities if they emphasize and elaborate that idea of putting into the requirements for college entrance, a knowledge of how to use library machinery.

There are a good many things that are necessary for students to know before they are able to take up the work in colleges, particularly in literature and language. I

am not saying that these should be any less. But here is something that I wonder no one has ever thought of before. It means a good deal more to a student to know how to use the various reference books in the college library on, say, the works of John Milton, than to have read some of the things which are included in the entrance examination. I think the idea of requiring a knowledge of how to use the library for college entrance is the best thing I have heard at a library meeting for a long time, and I hope the librarians who are present will impress that idea on their superintendents of schools, on their high school principals, and on the college authorities, as far as they can. It is a good thing. If we should not get anything else out of this 1913 meeting but to impress on the school people that a knowledge of how to use the library is a necessary requirement for a college course, we shall have gained a great point.

Mr. RANCK: I should like to ask Miss Hall about her experience with reference to the use of the library on the teaching of English and literature in the high school.

Miss HALL: I have been very much interested in this. Our school has been so large it has been very difficult to do all we would like to do. We have not been able to do what has been done in the Detroit or Grand Rapids high school in the way of instruction. But I have been interested in seeing what it has done for the English and the history departments. In the first place, our teachers are coming with their classes for instruction and the teachers are learning a great many things which they are putting in practice. For the last year we have done more with the Reader's Guide in history than ever before. Teachers are assigned to help me in my work. After they heard the talk on the Reader's Guide they said, "We can do this: we will go through the Reader's Guide and we will bring out everything that is really interesting on the history of France, Germany, China, Russia and the Balkan War; we will look over those articles and make a card

of the best things." They are using the Reader's Guide in English more than ever before; they are using reference books more. After the talk on the Statesmen's Yearbook and on the almanacs and some of the yearbooks, such as the New International Yearbook, they are using them almost as textbooks. The Statesmen's Yearbook is in use nearly all the time, as is the New International Yearbook, since that talk. They are using the Reader's Guide for new material—essays that they want on special subjects, and are using it for debate work, informal debates on all sorts of interesting current problems for English work, training the students to do oral debating without any notes, and talks on the topics of the day. They are using encyclopedias more wisely than they used to. Teachers used to send scholars to encyclopedias for everything. And when we talked about the real use of encyclopedias and bibliographies, how the encyclopedia simply gave you a certain amount of definite information and often led to more important things, they began using those bibliographies.

Miss HOBART: I do not know that any librarian has been trying to work out the problem which I have of reaching the public school pupils and teachers. Some of the best things that I have found in that way are these: I made myself familiar, as early in the term as possible, with the teachers and the conditions of their home life. I found that some had very poor places to room, as they are apt to have in small communities, and to those I offered the use of the library rooms for evening use and for time out of school when they wished to correct papers. Our library is warm and light in the winter and cool and light in the summer. And the teachers were extremely glad to have a place where they could come and be quiet and comfortable and do their own work. I think that last year the teachers in our small village practically lived in the library. Even those who had homes there used to make it their abiding place most of their waking hours. For the high school pupils, at the

time of their graduating essays, we laid books aside in different places in the library. Many of those children had no proper places at home where they could write. They came to the library and did their work; almost all the work on their graduating essays was done evenings. For six weeks we gave the use of our catalog rooms to two girls who had their books sent there. There were several out-of-town children; to those we gave a room in the basement. They came from school as quickly as possible at noon, ate their luncheon in a very short time and spent the rest of the intermission in the library doing reference work. The expressions of appreciation we have received and the consciousness of the help given to those children in the use of the library has been a great source of satisfaction.

Adjourned.

#### FIFTH GENERAL SESSION

(Friday morning, June 27, 1913.)

The PRESIDENT: We begin this morning the fifth session of this conference and the theme covering the papers is, "The library's service to business and legislation." Ten years ago it would not have occurred to anyone perhaps that it would be possible to have a series of papers upon this subject, and the surprising expansion of the service in these directions is evidenced by the fact that we have, in order at all to attempt to cover this subject adequately, a larger number of papers on this morning's program than we have on the program for any other of the subjects which have been scheduled. I will ask Mr. C. B. LESTER to start the program with his paper upon

#### THE PRESENT STATUS OF LEGISLATIVE REFERENCE WORK

It is now more than twenty years since the need of specialization in the library's work on subjects of legislation was recognized in New York in the creation of a special staff for such work, and it is just about ten years since the successful combination in Wisconsin of such special ref-

erence work with the formulation of bills aroused most of the states to the possibilities of usefulness in this field. It would therefore seem worth while to examine the work so far done to discover if possible such principles and tendencies as may be subject to generalization.

It is at once obvious that any such generalization in a broad sense must be difficult, for this present year shows in legislation both east and west that we have not yet come to rest on such fundamental principles as to method even though there may be substantial unanimity as to policy. The new laws in Vermont (and I think in New Hampshire) in the east—in Ohio, Indiana, and Illinois in the middle west—and in California on the Pacific coast show such differences that it is evident that local conditions must still be very largely controlling. And to go back a full year or more would bring to notice the new work organized in several states through university bureaus but without special legislation, and the proposals before the Congress.

Comparatively little examination shows that the conception of the work to be done differs widely. Mr. Kaiser of the University of Illinois, who is preparing a detailed study of the subject, writes me: "I find that in practically thirty-two states it is attempted in some form or other—the state library as a whole, a division of the state library created within the library, a division created by law, a separate bureau, library commission bureaus, state university bureaus, etc." Obviously this must include practically all states where the state library is other than a law library only or a historical collection only, and must credit it with doing legislative reference work those states where general reference work is done on subjects of legislation. But there is a more exact use of the term which takes account of the fundamental principle well suggested in the statement of the Librarian of Congress in his communication to Congress in 1911. "A legislative reference bureau goes further [than the Division of Bibliography]. It undertakes not merely to classify and to catalog,

but to draw off from a general collection the literature, that is the data, bearing upon a particular legislative project. It indexes, extracts, compiles." It breaks up existing forms in which information is contained and classifies the resulting parts, and often "adds to printed literature written memoranda as to facts and even opinions as to merit."

Such work as the legislative reference staff should be qualified to do is distinctly informational rather than educational in its reference to the patron. It does the work of research, of gathering, sorting and uniting the scattered fact material wanted and presents the results ready for use. And to be fully effective this work must in some way be co-ordinated with the formulation of legislation, so that the product offered by the legislator may be both firmly founded and properly constructed. This work is so evidently necessary that it will be done in an increasing number of states whether the state library or some other agency undertakes it and protects its efficiency by the impartial, non-political and permanent organization of it which can be there best provided.

Practically all legislation specifically providing for such work has been passed in the years beginning 1907 and it is significant that most of this emphasizes research and drafting. The laws specially providing for such work are as follows:

- Alabama, 1907, no. 255.
- California, 1913.
- Illinois, 1913.
- Indiana, 1913, ch. 255 (1907, ch. 147).
- Michigan, 1907, ch. 306 (1913, ch. 144).
- Missouri, Stat., 1909, Sec. 8177.
- Montana, 1909, ch. 65.
- Nebraska, 1911, ch. 72.
- North Dakota, 1909, ch. 157 (1907, ch. 243).
- Ohio, 1913 (1910, no. 384).
- Pennsylvania, 1909, no. 143 (1913).
- Rhode Island, 1907, ch. 1471.
- South Dakota, 1907, ch. 185.
- Texas, 1909, ch. 70.
- Vermont, 1912, ch. 14 (1910, ch. 9).
- Wisconsin, Stat. Sec. 373 f.

An analysis of the work done, whether provided for by legislation or by administrative practice, shows certain other facts. The number of the staff in any state is often variable, temporary or part time assistance is often used, and this is true where this work is not a part of the work of a state library or other wider organization. Furthermore, the cost in money is almost impossible to estimate accurately in many places, because of this co-operation with other work. In starting a new work this difficulty in answering the question of what it costs elsewhere must be faced. The best way to meet it seems to be to make the comparison on the basis of the work wanted, definitely planning what is to be done, and asking for a lump sum to cover its estimated cost.

The drafting proposition is a most important element. Some three or four states already have official bill-drafting agencies, other than legislative reference departments, and a number of others definitely depend upon the attorney-general's office for this work. In some states there is opposition to putting this in the hands of a non-legislative agency, and in others the libraries, while ready to handle a specialized reference work, are not ready to undertake drafting. Obviously this work requires highly specialized training, and equally, I believe, it will be agreed that this service should be rendered and that it must be in the closest co-operation with the reference work. There is no doubt in my own mind that the best condition is that of a single agency to perform this dual work, where the establishment of such is possible, and the usual organization seems to include both the expert draftsmen and the special clerical and stenographic assistance.

This service in the primary formulation of bills must inevitably lead to a similar assistance as bills progress toward final enactment. This care as to form through the processes of amendment and revision will ultimately be complete if the enacted statute law is what it should be "to stand the test."

This leads me to certain suggestions of other fields of service in the legislative process which should all tend to better the whole legislative product. Of course, in much of this service the emphasis is placed upon form and make-up of the final product, the discretion as to subject matter resting elsewhere, but that discretionary judgment is to be based upon the most complete information it is possible to furnish. Most of these services are now performed by the libraries or other non-legislative agencies in some states, but of course not all, or indeed many, in any one state. They include editing, foot-noting, side-noting, indexing of session laws, and the preparation of tables of amendments, repeals and similar matter; the proper filing and care of original bills, journals, committee records, and similar matter, after the work of the session is completed; the editing and indexing of the printed journal; editorial work of various forms upon the legislative documents. These are all services needed by our states, useful to the legislative bodies, and only properly handled through some permanent agency. Is the state library that agency? I leave the question for your consideration, and suggest that some uncertainty at present as to just what may be most desirable is evident particularly in the new legislation in Vermont, Ohio, Indiana and California. It has already been brought out in prepared paper and in discussion at this conference that the state library should not be a central public library in its content or its method. It is rather possible to express the field of its activities as that of a collection of special libraries. Into that field would come quite naturally the varied services to the legislative branch of the government which have been suggested. As already stated some of them are now supplied in some states. What we shall ultimately work toward in our states is a complete organization of these allied branches of work, all of which focus about the work of the legislature. Some of these services are at once recognized as within the field of the library—

about others there is a decided difference of opinion. But they all have many common elements, many points of contact. They are most effectively to be handled as a group. The tendency will surely be toward a concentration rather than a scattering of these parts of one general work. Plans for such a concentration, adapted to a particular set of conditions, to be sure, have already been put into concrete bill form in New York and the bill was before the legislature this year. The question presents many new features, but is not something to be answered perhaps in the distant future; it is rather, I believe, worthy of a very real consideration in the present.

The PRESIDENT: The second paper this morning, which follows very logically after the one which we have just heard, will be by Mr. DEMARCHUS C. BROWN, state librarian of Indiana, on

#### STATE-WIDE INFLUENCE OF THE STATE LIBRARY

The writer of this paper would be more than Protæan if he could say anything new on this topic. All our associations, at least the half dozen I belong to, meet so often that repetition is forced upon us. In the interim very few experiences or ideas worth recording come to us. Biennial or triennial sessions would lead to better results and save money.

The personality and attainments of the librarian (and his staff) are of prime importance in making the state library a dominating influence in the commonwealth. He is the man behind the gun. I put him first. From the negative side,—his position should not be subject to partisan or personal influence. That is a blight to start with and will ruin any institution. We are still afflicted with that curse in places, not only in the state libraries but in official positions generally.

Affirmatively, the head of the state library ought to be a person of scholarly acquirements or at least in deep and appreciative sympathy with scholarship and knowledge. If he is a scholar in a limit-

ed field he should be in accord with all who are trained in other departments. He should be able to represent the state in its educational and scientific undertakings, by papers and addresses, whenever called upon. It goes without saying that he should be a trained man in educational or library or literary work and of course an executive officer. His library is a laboratory of all for all in the state and he must be in touch with the work of that laboratory. His library is the distributor of blessings to a great commonwealth, and according to the motto of the "Library Company" of Philadelphia, that is divine (*Communiter bona profundere deum est*). I'll not quote the Latin—it would be classic, and to be classic is against the regulations of the *Zeitgeist*. I want him to be an inspirer for all to love art and poetry, and study and history and politics (real); and not merely skilled in the knowledge of card indexes and catalog rules. A certain famous general in the Confederate Army spent so much of his time on details of drill and quartermaster's regulations that he forgot how to fight his army.

I have put the librarian first in this broadening influence of the state library. All the volumes and equipment and staff will be comparatively a failure without this scholarly, well-trained, wide-awake executive officer.

As to the various ways in which the state library can extend its influence and make itself useful, permit me to suggest a few. This institution can well be the bibliographical center of the state. Every club, school, library, society, and all citizens can be made to know that here information can be obtained about books.

Our own demand is quite large and ought to be larger. There are libraries with meagre equipment, schools with none, people with none, colleges with little—all these may be taught to turn to the central institution for bibliographical information. I consider this a source of wide-spreading influence, valuable and helpful to the whole state. I have placed it second more because I deem it impor-



tant, not because I think all of these points can be listed accurately as to their relative positions.

Our states heretofore have been very slow in preserving their history, both of the commonwealth and municipalities. This has led, perchance, to the unspeakable commercial county histories with their unspeakable portraits and unspeakable cost, which we are compelled to purchase in order to have something.

The state library's influence should extend over the entire state in an attempt to teach the preservation of history. The library is the natural place for the collection and organization of the history of the state. The archives may well be kept here for reference and use, though some states have a separate archives and history department.

I wish we knew how to preserve history. We don't keep or build memorials, we tear down and throw away. What we want is the new, the fresh, the raw. The old, the seasoned, the ripe, we think is effete (how we like that word in referring to the old advanced civilization of Europe). The state library has a great, unploughed field to cultivate. Personally, I find people ready to burn up newspapers or manuscripts, or sell volumes for junk rather than give them to an institution where they may be preserved. I am trying to teach them otherwise, but succeeding very slowly indeed. I trust some of you are doing better.

The women's clubs are a source of help in extending the influence of the library. They are asking for information of all kinds at all times. We laugh at them, I know. They have papers on Shakespeare, Goethe or Homer at one sitting and dispose of them all. But what shall we do? They are the conservers of culture and reading. Men don't want them, i. e. culture and reading. They are bourgeois, "practical," (a bias with that word and up with refinement and culture which is just as meaningful in books as in a field where we know culture is everything). I know many prosperous country towns without a men's reading organization or club in

them, but many women's. If the state library in its state-wide influence, could convert men to reading, it would do a great work. Send your bulletin to the clubs, suggest topics for discussion, and thus distribute the heaven.

So much of our reading and study is done through periodicals of every description that it is made necessary for one central institution to be well supplied with these publications. The periodicals not taken in the average library, college or club, the foreign, like *Revue de Deux Mondes*, and *Dublin Review*, for example, and particularly the learned periodicals used only occasionally, should be found in the state library.

The state library can become a source of information, widespread over the state, by this process. Demands come sometimes from remote corners, from a teacher or some ambitious student, and he should never be neglected. This department, I fear, has been in a measure overlooked. We have about a hundred from foreign countries secured through exchange for the Indiana Academy of Science. They are not commonly called for but they form a tie between the library and the scientific men and students over the state.

By no means limit this list to scientific periodicals. Make the selection as broad as human interest, if funds and space permit.

It is commonplace to say that the state library is the document depository of the commonwealth. You know that now. Many people do not realize it, however. Every official publication of the state, counties and municipalities, if preserved here, will be a source for historical research in the future. Nothing of the kind should be thrown away. Many state libraries were founded with this particular purpose in view. The state library is the logical place for the preservation of all documents of the state. From it the municipal authorities, students of state history and political science, teachers, legislators and citizens gather the information

needed on the documentary history of the state.

All the states have institutions of various kinds—colleges, hospitals for insane, the epileptic, the tubercular, reformatories, etc., etc. Why should the state library not at least supplement the small or large collections in these institutions? Their purpose is not to purchase books, though some are needed. The state library's influence and assistance should enter here, also. Much can be done to enlarge the views and inform the heads of these institutions and to make happy many of the inmates. No demand by a superintendent of a state institution for books to be purchased for and referred to by him would be overlooked in the Indiana state library. The institutions are scattered over the state and the library's influence would be spread in gathering material for the people connected with these institutions. The libraries of the state universities can be supplemented to great advantage, as has been done at least in our own state and in yours, I have no doubt.

The newspapers of the state are not kept with any regularity in the different localities. They are a valuable fund of information for the historian, who must sift rigidly of course. Our attempt is to preserve the papers from each county. We have many instances already of the value of our collection. We believe that a state-wide service is done in this way. I know the newspaper is not what we think it ought to be, but certain conditions of politics, business and social customs are pictures which will otherwise be lost. The librarian in the state library has imposed upon him here an important duty to the commonwealth, and the possibility of rendering great service.

The high schools are fond of debating. The boys are more easily aroused to reading by the discussion of a public or social problem. The local library is usually meagre. If the school principal is kept in close touch with the central library he will know where to send for material. A bulletin on "Debates" with bibliographical

lists is of great service to the school men. The state library extends its work to educational centers by this method. The Indiana state library for several years has followed this system and as a result has almost been swamped with requests for debate material. As many as forty high schools in one week tried to overwhelm us, but our staff stood the test womanfully and won.

There are state-wide associations of all kinds in every state. Many of them publish reports or proceedings. The state librarian may well keep his institution in touch with all of these. The library may even be a member of some of them, especially educational, social, literary or artistic. The presence of a member of its staff at their meetings or correspondence may lead to the use of the library by these organizations in a way that will show that the library is the thing to be used—a tool for every man.

Common as it may be to say it, the assistance to the blind of the state by the central library must not be passed by. It is a great joy for any one to note the pleasure these unfortunate people obtain from the collections from which they draw daily. Very few, if any, are able to purchase their own books. The number assisted is small, but the benefit and happiness are great and lasting.

As the state library is the document and the political science center, it follows that legislative and official information are to be secured here. The officials and members of the Assembly ought to be made to know that the state library is, as it were, the fountain head from which to draw. If the library is worth anything or its head and staff worth anything, they should be consulted frequently by these persons in their work of lawmaking. The library has gathered and organized the material and by means of its use by the legislator, the library exerts a state-wide service.

It is the province of the traveling libraries department to lend collections of books to groups of citizens in localities

apart from libraries. This does not hinder the state library from doing much for the farmer individually and in farmers' institutes. Addresses may be delivered, bibliographical lists on agricultural subjects sent and books loaned if the law permits it, and I think it should.

In our own library we have letters and requests from farmers; we preserve the records of their institutes and granges. One who had only half an hour a day to read asked for a volume of Jefferson, Shakespeare, or a good book on chiggers. If he could find out how to get rid of the chiggers, I would prefer that book to Jefferson, whose apotheosis is sadly overworked. That farmer's request was not so fascinating as that of a teacher who wanted a book on "the history of the human people." This is a sample of Indiana readers. Indiana, the home of authors! (I want to express my opinion in parenthesis here, that this Indiana literature talk is also sadly overworked.)

All this concerns special classes of people and books. But the general reader must be looked after. If democratization of books and reading is our keynote, and I think it is, then the citizen who wants to read on history, poetry, art, sociology, religion, must not be neglected. State-wide means much. It means an open mind for all the demos.

Our central library shall not be a trade shop, not for the bourgeoisie, but a mentor, a guide, a place of refinement and culture. Not for the practical man only—he usually does not know anything and does not want to; he has no breadth of view. Looking up a trade item or a report or some figures is good and useful; so is loving a poet because it is at the foundation of character and education.

We have recently been informed—no, we have been told—that to talk about reading, culture, the love of knowledge, is "dappdoodle." A citizen may be benefited by knowing how many miles of railroad are in his county, or what amount of money his city spends, but he will be just as much benefited by reading a lofty

poem of André Chénier, *Le Jeu de Paume* for example, or a stanza of William Dwight Moody's, not that he will make money, but something far better.

What I want to say is that the state library shall extend the love of learning, of literature, or art and all their kin to the furthest boundaries of the state in order that all may know that here is a fountain whence all may receive instruction and refreshment. Why should the business man not read something besides the newspaper, the statements of which are denied the next day? Yet most men read nothing else. If his own town library is small let him call upon the state library and let the state library be ready to help. I believe that lending books must still be granted to the state library. We have calls from lovers of reading from every corner of Indiana, from men who love culture, knowledge and literature. These we propose to accommodate as long as the law permits. This observation is made because it has been said repeatedly that the state library shall deal in documents, reports and reference books.

We have many foreigners in Indiana. When these cannot secure what is wanted at their local library I want them to come to us, as recently happened when the Roumanians wanted the text of their native poets and something about their provincial capital Nagygebin.

I trust that we may all have one great library for reference with a minimum of popular fiction—a library that is a guide to scholarship and knowledge, a library where every man who loves to read may turn himself out to grass and browse, browse deeply. Herein will we have statewide influence.

May I group these influences as a summary:—the personality, fitness and scholarship of the State Librarian; the bibliographical center may well be the state library; the legislative reference for the Assembly and officials; the gathering and preserving of the history and archives of the state along with the encouragement among the people to preserve local his-

torical material; the collecting of newspapers representing the entire commonwealth; the creation of a periodical center in the state library; close connection with schools, colleges and all kinds of organizations, social, literary, commercial, etc.; assistance for all the state institutions, educational, charitable, and correctional; close relation with the women's clubs; assistance to the farmer and the foreigner in isolated localities; the center for general culture and love of knowledge where every citizen may continue to go to school.

The PRESIDENT: Mr. Lester in his paper referred to the bill-drafting department of a legislative reference bureau and Mr. Brown has just referred to the man behind the counter. We may perhaps feel that modern conditions require two men behind the counter in government: the one who prepares the ammunition and the one who fires it; and perhaps the more important is the one who prepares the ammunition; the one who draws up the law, leaving to the legislature the more perfunctory service of applying the match. Mr. MATTHEW S. DUDGEON has served in the capacity of director of the bill drafting department of the Wisconsin legislative bureau and I believe that since he has assumed the duties of the executive officer of the Wisconsin Library Commission he has continued to perform that service. We shall be glad to hear from him this morning as to

#### THE LAW THAT STANDS THE TEST

In an address before the New York Bar Association the Honorable Joseph E. Choate says that we in America are suffering seriously from plethora of legislation. He suggests that this whole "mass of legislation pabulum that is made up and offered to the people from year to year, ought to be more thoroughly 'Fletcherized,' more completely masticated, before it is poured into the body politic for digestion. "If that were done, I am sure," he says, "that we could get along with half the quantity and it would do us just as much good." The volume of legislation now being considered

is, in fact, appalling. The legislature of one Eastern state had before it at its last biennial session four thousand and eighty-one distinct bills. A Western state this year has asked its legislature to consider three thousand, seven hundred and thirty-eight measures. A Southern state actually passed at its latest session one thousand, four hundred and sixty different enactments.

Unlike the hookworm, however, this disease is neither new nor newly discovered, nor is it like the chills and fever, indigenous to our newly settled American continent. Over three hundred years ago Montaigne discovered a superabundance of legislation in France. "We have more laws in France," he says, "than in all the rest of the world." And going back still further to the first century A. D. we find Tacitus complaining that there are too many laws in Rome. "So that as formerly we suffered from wickedness," he says in his *Annals*, "so now we suffer from too many laws."

We may safely conclude then that the enactment of many laws which are not so fully "Fletcherized" as they should be, is a complaint which long ago became chronic among bodies politic generally and that it is high time that some cure be found for the ailment. How can the quantity of laws be diminished and the quality improved? How can our legislative acts be masticated so that one-half as many may do us as much good?

The problem of thus improving legislation and producing "the law that stands the test" is indeed a most serious one.

**Requirements.** Let us suggest the proposition that a law that stands the test must first be one which violates no provision of the constitution; second, it must be founded upon a sound economic basis; third, it should be capable of efficient administration: that is, it should be a practical, workable, usable thing; fourth, it must fit into its surroundings both legal and social. It must, as Blackstone has suggested, fit the situation as a suit of clothes fits the man. Some laws which are perfectly sound in good old occidental Eng-

land have been found to be entirely impossible in oriental India. A measure which suits the Anglo-Saxon Yankee in Connecticut may be entirely out of place among the mixed peoples of the Philippines.

The law that stands the test must have all these qualities and this is the law which all the American states are striving to produce. Such a law may, of course, possess these characteristics and yet not be in every sense satisfactory. It may not accomplish all that was hoped for it; it may contain errors; it may need amendments, and still it may be a law which, in a proper sense, stands the test. To give a method by which a law may be created which will stand the test will not therefore be to suggest that a method has been discovered which will produce perfect legislation.

**Nature of subjects considered.** It should be remembered also that the difficulties of legislation arise not only from the multitude of subjects presented, but because many of the subjects are in themselves most difficult of comprehension. The Right Honorable James Bryce has said that the task of legislation becomes more and more difficult and that many of the problems which legislators now face are too hard not only for the ordinary members but even for the abler members of legislative bodies because they cannot be understood and mastered without special knowledge.

To illustrate: The legislature of a middle western state has had before it at a single session laws upon the following subjects: A comprehensive code of court procedure, initiative and referendum, recall of all officers except judges, home rule in cities, excess, condemnation, woman's suffrage, workmen's compensation, regulation of industrial accidents by commission, income tax, state aid to public highways, conservation and control of water power, forest reserve, system of industrial education, system of state life insurance, the formation of farmers' co-operative associations, limitation of the hours of labor for

women, child labor, public school buildings as civic centers, and teachers' pension.

There does not exist in any learned society nor in any university in the land a single man who can do more than converse intelligently upon all of these subjects; yet this state expected its absolutely untrained legislators to understand these matters thoroughly, to express a wise judgment upon them, and to record their judgment in such form as to force it upon an entire state.

**Lack of training on the part of the legislators.** Of the one hundred members of the lower house of the legislature which voted upon all these measures sixty-five had never had any previous legislative experience. Only thirty had had the advantage of any college education. While nineteen of the one hundred were lawyers, they were for the most part young, inexperienced men, whose contact with public questions had been limited. Thirty of the one hundred were farmers, thirty-one were in business, six were doctors or dentists, eight were mechanics, three were school teachers. Yet these men, without experience, or training, or special fitness were forced to vote upon all these difficult economic and industrial problems, and also upon about two thousand other more or less important measures.

**Necessity for unbiased information.** It is of course evident that what the legislator must have is a source from which he can obtain complete information upon all sides of a controverted question. A court which purports to administer justice after hearing the contention of only one party to a transaction would open itself to ridicule. Yet this is precisely the method pursued in legislation. The legislator begins without any independent knowledge of the subject. Such knowledge as he obtains is brought to him ordinarily by a lobbyist. He receives many private suggestions whose source he hardly knows. He attends a committee hearing on a bill seeking to increase the taxes levied upon railroad property, for example. Here the best

data and legal arguments that money can buy is ably and forcibly presented by the railroad attorneys. They give figures to show that the railroads are already taxed more than other forms of property. They quote economists to the effect that the proposed taxation is unsound and unscientific. They cite court decisions demonstrating to a certainty that the proposed measure is unconstitutional. They argue, wheedle, misstate, and finally convince the legislator that the measure is absurd. No similarly exhaustive arguments in behalf of the bill can be presented, for no talent comparable to that of the railroad attorneys, and in fact no talent at all is retained by the people in behalf of public interests.

This is the legislative librarian's opportunity. As the Right Honorable James Bryce has said: "No country has ever been able to fill its legislatures with its wisest men; but every country may at least enable them to apply the best methods and provide them with the amplest material."

**Legislation elsewhere.** It is to be remarked that the legislative questions before all civilized communities are essentially similar. Everywhere are problems growing out of crime and pauperism; problems relating to hours of labor, child labor, and wages; employer's liability; compulsory insurance; workman's compensation; problems arising out of inheritance, income taxation, and the regulation of public service corporations. Nothing is so new, however, but that some other legislature has worked upon the problem or is working upon it. Take, for example, such a question as employer's liability or workman's compensation. Fifty legislative bodies are working upon or have worked upon this single question. In at least three foreign countries and in one American state it has been adequately solved. The other forty-six have failed in part or altogether, either because of uneconomic and unscientific approach or because of constitutional limitations. Formerly and up to within the last ten years no effort had been made to profit by the experience of

these fifty other legislative bodies. The typical American way is to let the legislators stumble along, ignorant of the results of similar experimentations elsewhere, trying out expensive, independent experiments, which inevitably end in ineffectual enactments.

What the legislator most needs to know, then, is what efforts other communities are making to solve the problem before him and how they are succeeding, to the end that good measures which have succeeded elsewhere may be adopted and their failures not repeated. Where successful legislative work is done the first effort is always to get copies of every law on every subject which is likely to be legislated upon at the current session. All data bearing upon the success or failure of this legislation in other states and countries must be collected, digested, tabulated and placed in such form as to be readily available to the legislator. If a measure has failed or been repealed the reasons for the failure or repeal are sought. If it has been successful its provisions are carefully studied and analyzed with a view to adaptability to local needs. Experience shows that in some cases it is necessary to prepare a translation of good foreign legislation which has never before been translated into English.

But no law from another jurisdiction can be safely transplanted without careful consideration. The local constitution must be studied. In such a case as the workman's compensation act referred to, it was necessary for a commission to make a close, scientific study of the causes and character of the industrial accidents within the state, to investigate the rates of the casualty insurance companies in the different industries, to discover what co-operation for the prevention of accidents could be secured from employers and employees. Hearings were held at various industrial centers within and without the state; scores of witnesses were examined; manufacturers, labor unions, engineering experts and economists were called upon. In short, the problem was treated in a thoroughly scientific

manner. Contrary to the usual practice, the case was prepared and presented to the legislature with the same thoroughness and care as is usual when an important case is prepared and presented to the court. As a result the law, although not perfect, stands the test.

**Drafting.** When the legislature has discovered what measures have proved successful elsewhere and what local conditions demand, it is still helpless because the members know nothing of legislative forms and cannot use with sufficient accuracy the language expressive of its conclusion. Assistance in bill drafting is necessary. Experience has shown that the man who does this must be either a trained lawyer who is also a practical political scientist or a practical political scientist who is something of a lawyer. It is often found too that in its original form a measure is unconstitutional and a lawyer's knowledge is necessary in order to devise some means of whipping the constitutional devil around the judicial stump. For example, the workman's compensation law of England, enacted too literally in its original form, is clearly unconstitutional in America and has been so declared by the courts of our state. In another state, however, the legislative lawyers who were engaged in drafting the bill, seeing clearly the judicial stump and the constitutional devil, by a simple but clever device passed what was in effect the English law, but in such form that when it came before the Supreme Court it was not only declared constitutional but was commended.

**Fault not with legislators but with the system.** If legislation be bad the fault is, then, not with the legislator. The average legislator is a keen, bright, honest man, who has been successful in at least a small way in his business or profession. He is ignorant of legislative subjects not because he is an ignorant man, but because his knowledge is of other things. The fault is not with him. It is inherent in our unscientific system of legislating.

We put a group of farmers, grocers, and mechanics at work upon some great socio-

logical problem. They can have no adequate knowledge of the subject. We do not give them compensation enough to pay their living expenses while they work. We allot them only a few hours to consider a given question. We provide for them no information. We furnish them with no legal counsel. Assuming, however, as is often true, that these men are men of integrity and humanity and common sense and that their ideas are sound, they enact a good law that forbids, for example, the employment of children in hazardous and immoral surroundings. In this they have accomplished an important and intelligent constructive work.

Then we hire the best trained minds in the state and put them in our courts. We pay them higher salaries than any other public servants. We give them large libraries in which is found the accumulated legal lore of the past. We grant them, for the questions before them, all the time they can use,—weeks, months, often literally years. These talented, high-minded gentlemen, by dint of industrious delving and assisted by highly paid and highly trained attorneys, discover at last in the depths of their moth-eaten law books some mummified eighteenth century idea which has become petrified into a constitutional provision. They shake their heads and decide that the splendid, humane, up-to-date, common sense legislation is unconstitutional and void because of some minor constitutional objection. They cannot be, and should not be, criticised, for they are clearly performing a duty. Neither can these judges substitute anything in place of the law which they destroy, for the work for which we pay them so well in money and honor and position is only critical,—and their function is in this case destructive.

The law making function as important as the judicial. Now, creative work the world over has always been recognized as requiring greater intelligence, better training, keener initiative than the purely critical. Yet, in legal matters this principle has been entirely ignored. In every way we exalt the interpretive, critical, even

destructive, judicial process. We neglect and belittle the constructive creative process of law making.

The conclusion of the whole matter is that the making of the law is in principle as important,—in fact, more important, than the interpretation of it.

The legislative function must be as carefully performed as is the judicial. Men should be prepared for law making as are men for the judicial bench. They must be men of the same calibre, of good ability, of high intelligence, of absolute integrity, of broad sympathies, and of big vision. Not until we have an agency of this type assisting in law making, not until the making of laws is recognized as a distinct and important governmental function, co-ordinate with, if not superior to the judicial function, not until each state has a bureau which will, as the Honorable James Bryce says, supply the legislators with the amplest material and enable them to apply the best methods, can we hope to have laws which in the highest sense "stand the test."

The PRESIDENT: We go now from the legislature to the business man, the man who makes the wheels turn around. Those of you who had the opportunity to hear the striking address, at a meeting of the Special Libraries Association the other day, from a business man of Boston need not be reminded of the tremendous possibilities that lie in this extension of the library service. Mr. S. H. RANCK, of the Grand Rapids public library, will discuss

#### MAKING A LIBRARY USEFUL TO BUSINESS MEN

On first giving consideration to this paper I was inclined to believe that the story of the personal use of the library (the public library) by business men would be almost as brief as the traditional story of snakes in Ireland. Few librarians have the means of knowing how many business men use their institutions, but where statistics of registration indicate the occupation of card holders it would appear that the

library gets almost as many bartenders as bankers.

To get some definite data on this subject I had the library records investigated of the 198 officers and committees of the Grand Rapids Association of Commerce, the leading business organization of our city, with a membership of 1,300. These 198 men (and a few women) represent our most active business concerns, as well as a few professions. Of this number only 53, or 27 per cent, have live library cards. In looking over the names I recognized 38 of those without cards as persons who either individually or through their employees in the interest of the house, have used the library more or less for reference purposes. There are of course others who use the library in this way without my knowledge.

These figures indicate that the library is serving directly only about 50 per cent of the liveliest business men of the town. The specific questions I propose to discuss are, Why do business men use the library relatively little? What can the library do to get business men to use it more?

Progressive business men use the library because they recognize the enormous value of new ideas and of new knowledge to their business, no matter where they get them. The trouble is that public libraries can't always furnish them the knowledge they need. And furthermore not all business men are progressive. There are standpatters in the business, as well as in the political world. However, there is no class of men who have a better idea of the potential power of print, rightly used, than the business men who advertise. Such men are always ready to meet the library more than half way.

In discussing this question I should have preferred to use the term "business men" in a liberal sense. We are all more or less "business" people at times, but for this occasion I am directed by our president to limit it to that one of its 24 different meanings which applies to employer rather than employee in "the occupations of conducting trade or monetary transactions" and



in "employments requiring knowledge of accounts and financial methods."

Before proceeding further permit me to state my conviction that the greatest service the library is doing for business men is not to business men personally, but rather for them through their employees,—in supplying knowledge and in promoting the general intelligence and the social welfare of the community. These things are of the greatest importance to every employer, for they are the foundations on which all efficiency is built. The social welfare work of the Panama Canal, much of it the kind libraries are doing, is a conspicuous example of the immense financial value of such work.

The male portion of adult society we may roughly divide, so far as occupations are concerned, into manual workers (laborers and mechanics), professional men, business men, and drones (the idle class) who, like the lilies of the field, neither toil nor spin, but who frequently outshine Solomon in the gorgeousness and variety of their array. They live a parasitic life on the productive labor of their fellow men, giving no adequate return. In the administration of our public libraries most consideration has been given to the idle class and to the professional classes. Real service for the manual workers and business men has been largely neglected until within recent years.

There are several reasons for this neglect. Among these may be mentioned the following: Working men and business men are expressing themselves in deeds and in things rather than in words and books; and therefore until recently there has been relatively little worth-while material available for the libraries to put on their shelves for the men directly engaged in industrial or commercial pursuits. Furthermore there has been a long standing prejudice on the part of these men (those who are rule-of-thumb men) against the reliability and the utility of things in print for their everyday work. And in certain quarters this prejudice still exists to a very considerable extent. They are inclined to

look upon the writers and users of books as theoretical and impractical.

A further handicap in the use of libraries by business men, is the fact that so few of us in library work know the contents of books and things in print that might be useful to them in their daily work; and oftener we know still less of the problems business men must deal with. Therefore we cannot relate the inside of books with their work.

Much of the work of the public library is a kind of salesmanship, even though there is no direct exchange of the coin of the country. Salesmanship in its best sense is service, and service is what a city is buying for all its people when it puts into its annual budget a more or less (usually less) adequate sum of money for its library. As things are today I fear that in too many cases the public instead of drawing a plum from the library pie is not infrequently handed a lemon.

Recently I had the pleasure of dining with the vice-president of a department store that employs over 2,500 people to sell nothing but clothes—wearing apparel. He told me that the great secret of the success of his institution, through whose doors there enter from 30,000 to 40,000 people every day (and remember that nearly all these people enter with the expectation of parting with some of their good money), is the fact that every employee has instilled into him or her the fact that the salesmanship that brings success is service and that it is founded on knowledge; for, said he, "No one can sell goods satisfactorily unless he knows all about them,"—where they are made, how they are made, what they are, their history, etc. And these things everyone in this store is systematically taught. Incidentally, I may add that this department store starts its people at a minimum wage higher than the minimum in many libraries, and the maximum for women in this store is double the maximum of the highest paid women in library work in this country. This store uses the public library of its city and has a library of its own whose librarian is at

this convention at the expense of the store. When a department store finds such a policy a wise one the business men responsible for its management will be the first in the community to support a policy of library service based on knowledge. But business men must be shown that the library is delivering the goods.

The business man places his establishment so far as possible where it will best serve the purposes of his business, and he spends loads of good money in the first place, and annually in the form of taxation, to get his building at the right place. Besides getting his establishment at the right place he also spends more loads of good money to arrange it for the economic and expeditious handling of his affairs in it. So far as libraries relate to serving the business man, as well as nine-tenths of the other people in the community, I am convinced that 95 per cent of the library buildings of the country are badly located, and furthermore that the large proportion of these buildings are badly arranged for the work they have, or ought, to do.

The place to serve the people is where the people daily congregate and pass by in the largest numbers. This is never on a side street or in the "best" residence section of the city. Your average "best" citizen today gets more satisfaction out of his public library in showing his visitor from out of town the Greek temple set back in a beautiful grove or garden as he whirls by in his six cylinder, 60 horse-power, seven-passenger touring car than in using the books and periodicals inside. Such a building in such a setting has a value as a work of art, but not as a library for service. Incidentally, it is only fair to say that business men in most of our cities are largely responsible that we have library buildings for show rather than for use.

Every block that separates the library from the principal lines of the movement of the people, every foot that people must walk from the sidewalk to the entrance of the building and then to its books, every step that must be climbed above the level of the sidewalk to reach the first floor, are

all so many hurdles, barriers, which the people are obliged to overcome before they can get to their own books, whether it be to use them for business or pleasure, for education or recreation. The bad location and arrangement of library buildings in the United States are keeping hundreds of thousands of potential users and supporters of libraries away from them and out of them every day of the year. And there is no class of persons in the community more affected by such things than business men, for they recognize (consciously or unconsciously) better than any other class the commercial value of time and convenience.

Let me put this a little more concretely. The library building in which I work is better located and arranged than the average library building of the country. And yet the total distance walked to and from the sidewalk by all those who enter that building daily is nearly 35 miles to the point where the library begins to serve them. Furthermore each one of the thousand and more persons who daily enter this building, in addition to the energy he uses in walking 180 feet to and from the sidewalk must lift his own weight and the weight of the books he carries seven feet above the level of the sidewalk. In other words the location and arrangement of this building with reference to the sidewalk requires the people who use it daily to take an extra walk of almost the distance from Baltimore to Washington and at the same time carry a weight equal to that of a ton of coal 350 feet to the top of a skyscraper and down again. And all this is in addition to the walk of 450 feet from the nearest car line, which few people use, 800 feet from the car lines which are generally used, and over 400 feet from the nearest thoroughfare. The library to be a friend to man, and to serve him, must "live in a house by the side of the road where the race of men go by."

The business man who studies usually buys his own printed matter that deals directly with his work, and in this respect he is usually far ahead of the library both

in knowledge and in material at hand; and the bigger his business the more is this likely to be the case. The librarian will almost invariably find such a man a most helpful person in the selection of things to be purchased and in the relative value of both authors and books. It should be the business of every librarian to know intimately, as far as possible, all such men in the community.

Our public libraries must largely increase on their shelves the number of things in print that are of real service to the business man in his work. First of all we must know what these things are, and next we need to have the nerve to spend money for them much more freely than we have ever done before. This is expensive and most such expenditures will not show in the statistics of circulation. As an illustration of this let me refer again to the institution I have the honor to serve. For a number of years we have been spending \$400 a year for books in only one line of business. Besides the books, we take some two dozen current periodicals on the same subject. All are used to a considerable extent and the use made of them by only a dozen men is of the greatest commercial and financial importance to our city. And yet so far as the figures of circulation are concerned the expenditure of \$450 of our annual book fund for this one business is practically nothing.

We must get away from the idea of measuring the usefulness or the efficiency of the library by the number of books issued for home use. So long as this idea dominates our public library work we can never do our best for the community, and especially the business part of it.

We need of course many books for the business man in our circulating departments, but these by no means meet the need. Many of these books are out of date in a few years at the best. To keep up to date there is necessary a liberal purchase of year-books, transactions and publications of industrial, technical and commercial associations which bring down to date annually, and in convenient form, the lat-

est knowledge in their respective fields. For progressive business men such works are vastly more important than encyclopedias, important as encyclopedias of all kinds are.

Then too we must pay greater respect to the material published in pamphlet form. On a multitude of subjects some of the latest and best things have appeared in this form. Most of us do not handle this material properly, if at all. In many libraries pamphlets are regarded and cared for with about the same degree of disrespect as were public documents in most libraries twenty years ago, and I regret to say, in many libraries today. And as for the public use made of pamphlets, it is practically nothing.

But more important for the wide-awake business man than books, documents and pamphlets, is a large collection of current periodicals relating to every kind of business activity in your city, with clipping files on many subjects, for it is only through these that it is possible to keep up with the latest information or for the library to supply the thing that is most needed at the minute. As an illustration of such use I recall several recent instances of business men getting up briefs in connection with the proposed Underwood tariff bill. The latest information, even when compiled sometimes by government authorities, was secured from technical or trade journals before it could be received from the Government Printing Office.

In short the best work the library can do for the business men personally is in the building itself, supplemented by extensive use of the telephone and the mails (reference or information work if you please), and not by issuing to them for home use books whose information at the best is rarely less than a year old, but in reality is more likely to be five, ten, or even twenty years old. The circulating book has a most important place and I would not for one moment take from it the importance that is its due. My plea is that we recognize more fully for our business

man, and especially the so-called small business man—the man of small business, or the young man who hopes to establish a business of his own, the great importance of library assistants who know he contents and the relative value of books, pamphlets and periodicals, and who understand the art of library salesmanship whereby the business man gets the things he really needs.

And then when we have done all this—have librarians who know, and the things in print the business man needs, this one thing more we must do, we must let the business man know what we have for his particular problem and how we can serve him. The library must advertise the utility of ideas and of knowledge in the every day work of the world as well as advertise its resources and its service.

The best advertising is that which comes from a well served patron. But our libraries have thrown away one of the best means of publicity by locating their buildings where people must go out of their way to find them and by so arranging them that the passerby sees nothing but stone, brick and glass—things that suggest nothing of the joy and usefulness of books. Seeing great crowds enjoying and using books, as well as seeing attractive things in print through properly arranged show windows, would appeal to the average library user in a way that would simply compel his interest and attention in the things we have for him.

The architecture of the average library building suggests a tomb—a place for dead ones—rather than a place chock-full of the things that appeal with tremendous force to the soul that is alive with the throbbing impulses of this wonderful time in which we live.

Since our buildings deny us this great means of publicity which the show window enables every merchant to use to such great advantage, we must use as best we may such means as we find available. In a general way I may state my conviction that we should make a much larger use of the specific personal appeal as over

against general publicity, though the latter is also necessary. When a man has a definite task assigned him put the resources and service of your library directly up to him for his particular problem, especially if the problem is one a little outside the circle of his regular business. It will come to him at the psychological moment and he is most likely to act on your suggestion; whereas had it come to him as a general statement before he was personally interested most likely it would have been promptly forgotten. As a part of our regular routine letters from the library go to all such persons, as we see their names in the newspapers, on programs, etc.

At the meeting of the Associated Advertising Clubs of America early this month in Baltimore I had the pleasure of "getting next" to some of the liveliest business men in the country. The thing that impressed me most was not the interesting exhibitions there shown or the various "stunts" that were pulled off, but the new note that some of the men were striking. It was this: "Business and business efficiency for service rather than for profit." This is a high ideal, worthy of any profession, and I venture the prediction that it will be men of this type who will more and more dominate the business world of the future. Such men will appreciate and support the public library more than business men have ever done before; but they will also require more. To get their support we as librarians must think less of measuring our efficiency in terms of circulation statistics, a kind of impersonal, bookkeeping standard, but more of measuring it in terms of human service—human service not only for the business man, but for every man, every woman and every child in all this vast continent of America.

The PRESIDENT: Great as is the opportunity of the public library to serve the business man, it can't do it all, for so highly specialized are some of the departments of interest of the various business houses that no public library without a treasury like that of our millionaire concerns could hope to undertake a work of

that character. Therefore, each large business concern necessarily must supplement the resources of the public library by means of library facilities of its own. We shall hear something of this form of work this morning in the paper which is to be presented by one of the most successful of the libraries of this type, that of H. M. Byllesby & Co. of Chicago, whose librarian, Miss LOUISE B. KRAUSE, will give us the paper.

#### **LIBRARIES IN BUSINESS ORGANIZATIONS: THEIR EXPANDING FUNCTION**

The service which books render mankind may in general be designated as falling into two classes; namely, books for inspiration and books for information. Dismissing the use of books as a means of inspiration, because the subject does not fall within the scope of this paper, let us consider the most important use to which printed information can be put, in the service of mankind. At first thought it might seem that the use of the printed page for purposes of information reached its highest service in the function of education, but granted that it does not play an important part in education, we know education to be something vastly larger than a mere knowledge of facts, and we also know that many men and women who are repositories of information derived from the printed page do not always put it into operation for the best welfare of their fellows; for, as James Russell Lowell has said, "There is nothing less profitable than scholarship for the mere sake of scholarship;" and truly scholarship without the ultimate purpose of practical service is one of the most selfish possessions in the world.

Let us therefore exclude the use of printed information in the service of education as its highest form of usefulness and consider the following statement. The use of print in furnishing information performs its most important service in the function which it exercises in modern business, because it is business which lays

hold of abstract science and knowledge and puts them into practical operation for the greatest benefit to mankind; for the commercial age in which we live is not a sordid age, but an age which is distinctly marked by the development and conservation of resources for the supplying of man's needs, by means of the extension of applied science into the field of business. Now lest this statement should be too abstract, and the speaker be accused in the words of Leonard Merrick of "voicing the sentiments of the unthinking in stately language," let us consider this proposition for a moment in the concrete. It is business enterprise that has brought about, through the perfection of the steam engine, the swiftness and convenience which we enjoy in twentieth century travel by railroad. It is business that has brought the service of the telephone and telegraph to their highest perfection. It is business that has developed artificial lighting by gas and electricity and emancipated us from candles and kerosene lamps. It is business that is transforming raw and waste materials by the application of pure science, into products of service and value for the needs of innumerable homes, in addition to perfecting agricultural machinery, and producing fertilizers to enrich the land, thereby making possible the production of better crops. Thus we might continue to multiply illustrations of how business enterprise has equipped us with the means of meeting great needs which at various times have seriously threatened the welfare of human life. This fact of the application of abstract science to the world's practical needs, through the medium of business enterprise, has become permanently recognized by institutions of learning, as seen in the establishment of technical schools, schools of commerce and finance, and instruction in business administration, for, as a recent writer in the *Journal of Political Economy* has said, "The methods of American industry are rapidly being intellectualized."

A variety of professional work of which engineering and chemistry are noteworthy

examples are also carried on by large business organizations, and we find professional men of the highest rank as prime movers in large commercial enterprises. (In this connection it might not be amiss to state that out of an experience as university librarian and business librarian the speaker is inclined to think that the professional business man keeps more adequately informed and up to date on his specialties than does the average university professor.)

An additional fact which bears directly on the general subject under discussion is, that the age in which we live is not only a business age, but that it is an age marked by the magnitude of its business organizations; an age of "big business," as some one has called it; and because of the economic conditions of our advancing civilization, business will undoubtedly continue to be "big business" even though subjected to federal and state regulation. Now correlating these two facts, namely, that modern business is conducted by means of large organizations and that its success is based upon the intelligent application of scientific knowledge to practical needs, we have cleared the way for an appreciation of the function of printed information as embodied in the work of libraries in business organizations.

The business organization builds up its own library, first, on account of the convenience of having close at hand the information constantly needed by its workers, and subject to no borrowing restrictions, which would be inevitable even if the facilities of outside libraries were available; and second, on account of the necessity for careful selection of material particularly adapted to its individual needs. Business organizations have for many years collected information in a desultory manner, but it has been only in the last few years that some of them have awakened to the fact that more was needed than mere collection of printed information, and for the same reason that they were availing themselves of all modern devices for the quick and adequate

handling of their various products and were systematizing their methods to obtain more efficient results, so they must lay hold of modern library methods under experienced supervision if they were to keep up with the steadily growing and important mass of printed information. Therefore we find business organizations securing the services of professional library workers, trained to use books in the broadest and most practical manner. Some hesitation was at first expressed in various quarters as to whether so-called professional library methods used in public and university libraries were suited to business library needs, and as to whether library workers educated for general library work would adequately meet the business library situation. In fact it was intimated that the business librarian was a worker of a different brand than the ordinary librarian and therefore he had both knowledge and needs which set him apart from his library fellows, in a special class by himself. Out of four years' experience as a business librarian the speaker takes pleasure in stating that practical experience has proved the fallacy of both of these conceptions. It is true that business librarians are called upon to exercise certain functions which the librarians of public and university libraries are not, but which any efficient head of a public or university library would be quite capable of exercising if the occasion demanded it. In fact the recent rise of library interest in business men and their needs can be directly traced to the heads of some of our public libraries and the work they have inaugurated in making their libraries as helpful as possible to all classes of citizens.

The characterization of the function of libraries in business organizations by the word "expanding" in the title assigned to this paper by the President of the American Library Association, is most apt, and indicative of the real status of the case. The business library is in a process of evolution, and just what the final result

will be, it is a little too early in its development to state.

The elemental idea of the function of a business library that was held by the officers of the business organization with which the speaker is most familiar, was to have the books and data which were the property of the company, classified and cataloged so that material could be found quickly, and a librarian was employed solely on the basis of this need.

With the acquisition of a librarian the library situation soon changed from the inquiry for certain definite books and periodicals, to the inquiry as to whether the company had any specific information on a given subject, and if not as to whether printed information on the subject was available elsewhere and how quickly it could be obtained.

The evolution in the function of a library from that of furnishing a definite book asked for, to furnishing all the information obtainable on a given subject as quickly as possible is decidedly expensive, and the what, how and where of the case would furnish ample material for a separate paper.

The evolution in the function of the library did not stop at this point; for it was soon expected that the librarian would understand the specific interests of the members of the organization, and to a certain degree think for them in keeping up with the field of print and in bringing to their attention, without a request on their part, certain facts of which they would like to be cognizant. To this duty was added the forecasting of possible future needs, and the collection of information in advance of rush demands.

The magnitude of the work of modern business organizations requires the division of labor into a number of departments, and the workers in any one department may not always be acquainted with the information which may be available in another department. The library, by keeping in touch with individuals in all departments, becomes a central bureau of information in being able to refer the members

of one department to those in another who possess the particular information desired.

The business library also assembles and files the manuscript data of original research conducted by members of the organization, materials which constitute one of its valuable assets. Research data in the possession of business corporations is often a worthy contribution to scholarship. An illustration of this fact was recently brought to the attention of the speaker, by the statement of a university student, who said that in making a study of the drinking waters of a certain state the only analyses of waters on record were those which a railroad had made primarily for the purpose of ascertaining the suitability of the waters for boiler use on locomotives.

In addition to these briefly outlined functions, which are more or less technical, attention should be directed to several others, lest a mistaken impression be given that business library work is entirely technical in its nature.

Business men are often called upon to serve the public as good citizens in various capacities, and also to serve as officers or on committees of national business organizations, and thus have interests outside of their regular company work. Their librarian is expected to assist in any need which arises by reason of these outside interests, and not only may be called upon to furnish information but also to do editorial work in preparing material for publication.

The welfare and education of employees has also become a prominent feature in the work of many large business corporations, and the library is expected to be a prominent factor in this work, as it is the logical educational center of the organization. Some of our business libraries have recently been drawn rather deeply into welfare work with the result that certain phases of practical library service are being neglected. It does not seem advisable, however, that the business librarian should annex any line of welfare work which does not legitimately center in the

library; for the librarian is best fitted to serve the interests of the organization by maintaining high standards of efficient library service rather than by annexing other kinds of work belonging solely to the sphere of a social worker. This is particularly important at the present stage of business library development, as the business world in many sections has not yet learned what professional library service really is, and how to utilize it most effectively.

In view of the fact that the business world except for comparatively few organizations is not utilizing the undoubtedly valuable service which professional librarians are able to render, and that the American Library Association has always endeavored to extend the use of books and their widest application, it might not be amiss to suggest that it would be legitimate work for the American Library Association with its library prestige and well known motives of personal disinterestedness, to undertake a campaign of education to bring before business men the subject of what library work really is, and the character of service it is prepared to render; for in these days of the over-emphasized and often superficial cry for more efficiency, there is no line of work that is more genuinely efficient than that of the trained librarian. The information, to be put before business men, should be free from library technicalities and details, and its arguments should be framed, not to enlighten librarians, but to convince busy men of affairs possessed of shrewd judgment and large foresight, as to the practical worth of the matter as a business proposition. For library work in business organizations is no longer a theory or a tentative experiment, but has proved itself in the firms adopting it to be an integral part of the successful work of the corporation. This fact is well illustrated by a bulletin recently issued by a large business firm, in which it endeavored to put before the public, in a pamphlet entitled "Why it is qualified" the value of the consulting services of one of its departments,

and among the prominent reasons given under "Why it is qualified" is the fact of the commercial library maintained by the company, with the library's particular resources under competent supervision.

Because printed information has proved to be an integral factor in the successful prosecution of business and because it can be most effectively utilized by means of professional library methods, therefore, the business library hopes to take its place in the ranks of the American Library Association as one in purpose with all libraries in the realization of a common ideal, namely, the largest possible use of books in the practical service of mankind.

The PRESIDENT: I have just received a message that Mr. McAneny will be here in a very short time. In the few moments intervening it might be well perhaps to discuss some of the trenchant papers which we have had this morning.

Miss AHERN: Mr. President, I would like to take exception to one thing Mr. Ranck said in his paper. I do not believe that the idea that the contents of books are useful to men in the business world is of recent date. I think, perhaps, the second statement that these things have only come recently into the arrangement of resources of the library is the truer one. We certainly have had knowledge of chemistry and of geology and technical knowledge in manufacture for many, many years, only many librarians have been more interested in the purely educational or inspirational part of the library and have neglected that large field of usefulness and that large company of people who contribute to the welfare of work and of the world, as Miss Krause has pointed out. The best chemists in the country are being sought by the business houses; the best knowledge of soils, of minerals, of woods, of lumber, of stone has long been sought by the men who are making a commercial use of these things. And their information is not held in reserve; it is all in printed form and only the scope of the librarian's knowledge of where things may be obtained in the world of print places the limit on this ma-



terial for the library shelves. And so I hope that librarians will not say that books on these subjects, that material on these subjects is a recent product. It is our knowledge of them, a knowledge that this is a part of the province of library work, that makes for recent activity.

The PRESIDENT: Mr. Ranck is here to answer for himself. The statement has been challenged and he can answer it.

Mr. RANCK: I think there is not so much difference between the view I take and the view taken by Miss Ahern. I do not know that I followed my manuscript very closely at that point, but what I had in mind was the business man rather than the professional, technical man. I fully grant what Miss Ahern says with reference to technical subjects, scientific subjects, and so on. As I said, I think there is no radical disagreement between Miss Ahern's and my position. There may be a misunderstanding.

Miss AHERN: I was not questioning what Mr. Ranck had said, but, rather, removing any excuse that the library folk may put to themselves for a lack of interest or a lack of activity along this line by saying that the material was scant or hard to command.

Dr. ANDREWS: There is the other side, that Miss Krause's paper emphasized and which Miss Ahern seems to neglect. Miss Krause's paper states that American industry is becoming intellectualized, and that this is a great factor in the development of business life. It ought also to be an extra incentive to the public library to meet the demands. I think that much of this development in the technical side of library work has come from the increasing study by business men of their own world and that we ought to remember that while the public libraries have neglected in the past to furnish business men with what they wanted, yet the latter did not want it then as much as they do now.

The PRESIDENT: Those of us—and I assume that that means every librarian—who read the June number of the *World's*

Work were impressed by one strong article therein concerning the growing magnitude of municipal administration and the great problems that confront those who are charged with such administration. Without repeating to you the very striking comparisons which the author made with some of the governmental functions of states and even some of the kingdoms of Europe, showing the tremendous problems confronting the municipal officials, problems of tremendous budgets, of great public works, and so on, it will be sufficient for me to say that it is a happy omen that we are now getting into the public service men of high civic ideals and constructive ability and who are replacing men whose self-seeking interests or vanity led them to seek the votes of their fellow citizens. I am glad that we have with us today a man of this high type. I need not say further concerning him because we took advantage of his absence to get from Mr. Bowker a pretty good who's-who bearing upon himself, and I shall simply introduce to you at this time to speak to us upon the subject of "The municipal reference library as an aid in city administration," the Honorable GEORGE McANENY, president of the borough of Manhattan, New York.

#### THE MUNICIPAL REFERENCE LIBRARY AS AN AID IN CITY ADMIN- ISTRATION

It is a very real pleasure to meet with the American Library Association, and to convey in behalf of my colleagues in the administration of the City of New York, and in behalf of other colleagues in public business throughout the country, our hearty congratulations and possibly a friendly warning and a word of appeal.

Congratulations are due you for having established on so high a plane and in so short a time the profession of librarian. Especially are you to be congratulated for having welcomed the new profession of municipal reference librarian; for your adaptability in the constant extension of the reference work, and for the resiliency

which is showing again in another field that real Father Williams never grow old. Could Benjamin Franklin look upon this gathering, and hear your reports of social service, through circulating, home, reference and municipal reference libraries, I am sure that no fruit of his patriotism would seem to him more promising than the recent application of the circulating library idea to government affairs.

My friendly warning has to do with your requests to fiscal bodies for appropriations. In many parts of the country, there is the feeling that the less the library has to do with public officials the better it is for the library, consequently, as a short cut, we find compulsory minimum appropriations—so many mills or so many parts of mills for library development. We also find that too many towns are satisfied with this compulsory minimum tax, and that the only time their fiscal representatives hear about libraries is just before the budget appropriations are voted. You must be indulgent with those who vote the money, if the outcome of this habit suggests the man who was exasperated by his wife, who he said "just nagged and nagged him for money, when he came, when he left, on Sunday, always." Finally, when a neighbor summoned the courage to ask, "What in the world does she do with all the money?" he, perforce, must answer; "Well, I don't know; you see I haven't given her any yet." Councils and Mayors will understand your library problem best if you will help them understand at those quieter seasons of the year when they are not harassed, as they are at budget time, by appeals from every other city department and for every other thing.

When presenting your budget, give the fiscal officer credit for wanting to know the whole truth, and for wanting reasons for giving you the money you request. Seldom will it help to ask for a great deal more than you need. Always, it will help not to present in a single total items that do not belong together. Classify your budget. State your program clearly. If all the money you want is not voted this year,

stick clearly to the plan that has been voted, and show both the fiscal authorities and the town where your service has been crippled, if at all, for want of funds. It will be well to begin your budget campaign so that the first idea which the public and the fiscal officers get is that of the service you wish to render, rather than the money you wish to get. Most library budgets, like most other budgets of the United States, are apt to be put in without the explanatory matter which alone will make the dollar-and-cent facts show social reasons for library support.

Now for my appeal. In asking you to consider certain needs of public business, I want to speak quite frankly, as a city official who, like thousands of other city and county officials, must step into other people's business, with no time for getting acquainted with detail, and with a public to deal with that not only expects us on the first day we take office to use all the machinery of our predecessor and to get better results, but also really expects us to fail. We inherit a stack of mail. We are flooded with suggestions and complaints; many of them in confidence and most of them confusing. We are urged to attend club and church meetings, and dinners, and graduating exercises. We are expected, without any change in subordinate personnel, while giving our attention to large community problems and to the political aspects of public works, to get an efficient product out of our employees, no matter who they are or what they have been. In most places, we find no disinterested adviser, either on the inside or on the outside.

Such a situation would not necessarily be serious if we stepped into a thoroughly efficient organization where every employee and supervisor had his place, and where the institution as such had its "continuing memory." When Mr. Rea succeeded Mr. McCrea as president of the Pennsylvania Railroad, he inherited a splendid organization, every part related to another part; a system under which experts had tabulated within a moment's reach the suc-

cesses and the failures of the Pennsylvania Railroad, and the costs of its various contracts, the difference between estimates and final costs, and an efficiency ranking both of its various employees and its stations. When the present administration in New York City stepped into office, we inherited an aggregation of departments and divisions then spending—if we count in installments and interest paid on the city debt—more than \$160,000,000 for the expenses of a single year. There were ninety thousand employees. Side by side with one another were clerks paid one \$600 and another \$1,800 for the same kind of work; in another grade were clerks paid \$1,600 and others paid \$2,400 for the same kind of work. When salaries had been increased, and why, was not a matter of record. Supplies were contracted for by no standard form. Specifications, either for supplies or for construction work, were worded differently at different times, according to the individual wish or whim of the department officer preparing them. The public was but poorly protected at any point. Plans were made for new buildings, for new roads, and for other vast improvements, often without estimates of cost; often with assurances of only slight cost, where, too frequently, cost had been estimated as an entering wedge only. Thus a great city would stumble into an experiment or public improvement demanding millions of dollars, without ever reckoning the ultimate amount of its obligation. For example it may be fair in this presence to recall that the first bill for the New York public library carried with it an appropriation of \$2,500,000. The city decided to spend this \$2,500,000 and actually it spent \$10,000,000. The New York public library is worth every dollar it cost, ten times over; I am merely emphasizing that the public should have had its eyes open and, in this case as in every other, should have known what it was doing. Although this same gap occurred over and over again—between estimate and actual cost—no steps were taken to recall the fact when

each new amount was under consideration.

Ignorant as we have been of our own experience, still less informed have we been regarding the experience of neighbor cities. Some years ago, Denver, in operating its street railway, found it expedient to substitute electric motor power for the old cables. After Denver had discarded these cables, Baltimore adopted the cable. Rochester has recently adopted a device to attach drinking fountains to its ordinary fire hydrants. The idea is a new one, and may prove valuable. I say it merely by way of instance; but if it is a good idea, New York City and your city should adopt it. Each successive experiment of the sort should, at least, be brought promptly to the attention of public officials.

Again, New York City has worked out an improved system of accounting and budget making. The village of Dobb's Ferry, the cities of Duluth and Cincinnati have used an improvement upon New York's budget exhibits—recently called a new kind of "confidence game"—that is, taking the public into official confidence about the public's own business. Instead of waiting a generation for cities to adopt these new methods, their officials should promptly be given the facts they need.

Is it not criminal waste and error for one city to introduce a system of sewer disposal, or of milk regulation, which another city has found endangering the lives of its citizens? If a measure has proved bad and dangerous for one city, modern science in the hands of a librarian should make it unnecessary for every other city to go through the same experience.

To help us in ending all this waste, and to help us, in short, in putting city government upon a thorough scientific and efficient basis, the municipal reference library is beginning to take its highly important place. Without a municipal reference library, it will in future be difficult for any administrative officer to do his best. I will not attempt to review the laborious steps of my colleagues in the present board of estimate and apportionment—our govern-

ing municipal body—to incorporate into standard specifications, standard salaries and standard contracts the memory of our past failures, so that we may hold the gains that we have made and avoid the weaknesses and the errors of our experience. But I venture some suggestions as to a reference library that, although general in their application, will indicate our reasons for establishing such a library in New York.

Our reasons for placing the library in our new Municipal Building—as we propose to do—apply everywhere. It must be made easy for officials to get information, and for the librarian to get the information promptly and directly to the officials. It is not enough to know that it may be had. To have important information an hour away from the office is almost as bad as to have it a thousand miles away. It must be easier for the busy official to get the information he wants than to endure the thought of going without it. In putting the library where the users are, instead of where they are not, we are following the simple rule of trade that meters city property by the foot instead of by the acre.

The municipal library is a place not for everything, but for particular needed things. If it were true that Mark Hopkins on one end of a log and a student on the other constituted a college, it is even more true that a librarian in a bare room, anxious to serve the public via the public official and knowing where the material is, constitutes an infinitely better municipal reference library than a place perfectly equipped which suggests erudition rather than immediate help. There is great danger that our municipal reference libraries will become junk shops, as interesting and as helpful, as out of date or as unrelated to today's problems as an encyclopedia or a "compendium of useful knowledge." A municipal reference library should suggest answers to today's questions; not answers either to yesterday's questions or to next year's. Will you, the librarians, consider the importance and the advisability of keeping these libraries workshops, as they

ought to be, and of using your general reference libraries as the place for the storage of materials.

The ordinary city official hasn't the time to plough through a mass of pamphlets looking for what he wants. He wants the facts collated and marshalled, ready for use—and "he wants what he wants when he wants it." Some time ago I was interested in drawing an ordinance to license all vehicles using the New York streets, and to regulate the weight, the width and size of tires, etc., of our great trucks that have been tearing up our pavements. I wanted to know about the policy of other cities in this matter, and to devise, if possible, a way of making those vehicles that destroy the streets help pay for their maintenance. Similarly, today, as Chairman of the committee on the height, size and arrangement of buildings within the city limits, I am interested in the adoption of some reasonable basis for regulating our modern skyscraper in order to keep the city, literally, from choking itself to death.

Again, we have had to restore to the public many miles of city sidewalks that had been preempted by stoops, and other encroachments. We have wanted to plan our public buildings and related matters with a view to the future, and to the grouping of building sites in a "Civic Center." So, in dealing with our transit problem; in investigating the health department, and in improving the type and quality of street pavements, I have wanted not all the information there was to be had—not books or formal reports—but concrete answers to immediately pressing questions. I wanted to be referred to the latest article or report which would make it unnecessary to go through twenty or a hundred other articles, books or reports. It is enough to know that in a great central library are all the working materials for scientific research. Frankly, I feel that the actual use that will be made of the municipal reference library will be in inverse ratio to the number of books that are in evidence, and that require the time of the librarian.

I would go so far as to say that anything that a public official has not just called for, or that the librarian is not about to call to the attention of a public official for departmental study or report, or for the drawing of ordinances, should be kept in the general library, and out of the municipal reference library.

Comptroller Prendergast and Librarian Anderson are even planning to have New York's official correspondence "clear" through the municipal reference library—so far as the writing and answering of letters calling for special information goes. I am told that when Portland recently started its municipal reference library the mayor promptly availed himself of its facilities for answering innumerable sets of questions and special questions that came from outside the city, and advised his heads of departments to follow his example. I wish the Carnegie Institution for Scientific Research or some other great foundation interested in the conservation of national resources and human energy would investigate what it is now costing this country to fill out the innumerable blanks from college boys wishing help on their commission government debate; college students writing theses; national organizations compiling reports, etc. Niagara unharnessed was wasting much less power than are we officials, school superintendents, mayors, and engineers who are answering such questionnaires. It would be lamentable enough if we always answered right; but most of us answer quite inadequately, and many of us answer wrong. Last year, a certain national society wrote me, asking certain questions about civil service reform. I had had more or less to do for some years with that line of public service. My instinct was to take time from pressing duties to answer these questions; but a neighbor who had received a similar set of questions was thoughtful enough to write to this national body and suggest that before he answered he would like to know how many other New York officials and private agen-

cies had received the same set of questions. It appeared then that twenty different people, including a dozen officials, had been asked to fill out that blank. Whereupon it was suggested that instead of drawing upon twenty people who did not possess the facts, the investigator might turn directly to the Civil Service Commission that did possess the facts, and there, no doubt, he readily found what he wanted.

Now, if a municipal reference library could have served as a clearing house, it would have been brought to light at once that one answer would have served the purpose of twenty, or that one answer, at least, would have served the purpose of the dozen official answers. Moreover, just as the official reports give fresher material than published books, such correspondence, manuscript reports of investigating committees, etc., give fresher material than published reports.

Such data should be kept properly classified, available upon call or when the librarian sees its time for usefulness.

Another practical suggestion I make from my experience as an official. While it seems to apply especially to administrative departments or to private agencies specializing in certain fields, I really do not see much prospect of getting it unless from a municipal reference library or from the municipal reference activity of a general library. I refer to an up-to-date "Poole's" or cumulative index of the passing subject matter of city government. You get, the library gets, once a month a list of all the articles in the principal books. Why should we not have a list of the advance steps taken in public affairs? Just as soon as a few librarians call for such information, it will become commercially possible to reduce it. The individual library can then add to the material the particular points that are of interest to its own community.

Similarly, it would be of the greatest assistance to every city official if the mat-

ters under his jurisdiction were listed and material grouped under proper heads. For example, the president of the Borough of Manhattan has jurisdiction over the streets and sidewalks; encroachments and encumbrances; street vaults and street signs; the sewer system; the public buildings; the baths and markets; and the control of private buildings through the enforcement of the buildings laws. If information in regard to what other cities were doing in all these matters were listed, plus suggestions and advance steps taken in these same matters at home, the reference librarian would be of incalculable help to that office.

Finally, just a word about the expense of the municipal reference library. The amount which it is justified in demanding will depend naturally upon the service it renders. The merit of our new segregated and classified budget is that it calls for the work needing to be done, as well as the cost of not having the work done, and that it shifts attention from the personality that requests the budget allowance. A circumscribed program means circumscribed budget. Frankly, I believe that extension of program should and must precede extension of budget. But this new kind of social work which serves a community at those points where it is now least equipped to serve itself, will not want for financial support when it talks about the work that should be done—and not about itself.

No municipal activity will, in my judgment, find it easier in the next twenty-five years to secure adequate financial support than the municipal reference library which is not a compendium of knowledge but a forecaster of service needed and an ever-present help in time of trouble.

The PRESIDENT: May I express to you, Mr. McAneny, the thanks of the American Library Association for your coming and the assurance that we have profited greatly from it.

Adjourned.

## SIXTH GENERAL SESSION

(Saturday morning, June 28, 1913.)

THE PRESIDENT: During the other sessions of the Conference we have been considering people—and books. At this concluding session the topics on the program have special reference to books—and people. The first paper invites our interest by its suggestion of the flavor which old books bring. Miss G. M. WALTON, of the Michigan State Normal College, will present this paper.

## THE FRIENDLY BOOK

It was Mr. Lowell who reminded me the other day, by quoting Ecclesiasticus in one of his essays, that we owe the ideal of the man of leisure to a book of the Apocrypha wherein we read, "The wisdom of a learned man cometh by opportunity of leisure."

Our profession standing as a guarantor of our wisdom and our learning, I am here today to bespeak a portion of our large opportunity of leisure for—The Friendly Book.

There is small fear that we librarians forget the books of power and the books of knowledge which DeQuincey (the oft-times quoted) presses upon all men. And most of us undoubtedly possess that ardent zeal for knowledge which filled the soul of the literal-minded librarian who read quite seriously (and found therein a working category for her own improvement) Lamb's letter to an old gentleman whose early education had been neglected, where, among the qualifications of a preceptor, the following will serve to refresh your memories: "He must be a thorough master of vernacular orthography, with an insight into the accentualities and punctualities of modern Saxon. He must be competently instructed in the tetralogy, or first four rules. He must have a genius capable in some degree of soaring to the upper element, to deduce from thence the not much dissimilar computation of the cardinal points. He must instruct you in

numeric and harmonious responses, and he must be capable of embracing all history, so as from the countless myriads of individual men, who have peopled this globe of earth—for it is a globe—by comparison of their respective births, lives, deaths, fortunes, conduct, prowess, etc., to pronounce, and teach you to pronounce, dogmatically and catechetically, who was the richest, who was the strongest, who was the wisest, who was the meekest man that ever lived; to the facilitation of which solution, you will readily conceive, a smattering of biography would in no inconsiderable degree conduce."

I sometimes question if professions are not tinged with the culture epoch epidemic. It is not so very long since we were half hesitatingly taking a place among the other learned professions, almost with the apologetic air of the young boy making his first appearance in long trousers, and wondering if his fellow-men appreciate his coming into their midst—but the youth soon assumes the aggressive attitude which compels attention—and one symptom of this attitude which I feel among ourselves is the large and learned talk about new books—the self-satisfied air and monumental confidence in our sometimes sophomoric knowledge and understanding of all things "in the heavens above, the earth beneath, and the waters under the earth," until I wonder if the pleasant counsel about reading "books at least a year old, that we like, and that are great books" must be relegated with the rest of our Emersonian philosophy to the lumber room of our many youthful joys and dreamings.

I believe we all love best to mark the passing years by the friends they bring us, and it were a barren year that brings not one more friend, and so with our friendly books, which like all friendships fill our lives with genial warmth and gratitude. Neither is really a matter of choice, for a book like a person yields its intimate charm only to the sympathizing heart. We have no care to answer why, other than, "because"—"We love them because

we must love them." A new book friend comes to us now and then, and we cling to the old ones. Sometimes we lose the personal touch, but we see their kindly faces and after a separation from them we arrange them on the shelves, and we rearrange them, and, as Mr. Arnold Bennett says, "The way we walk up and down in front of those volumes, whose faces we have half forgotten, is perfectly infantile."

I remember once in Rome a friend, selecting photographs, said, "I must take a good Cicero to my son Frank, who used to say he felt as well acquainted with Cicero as he did with Bishop Huntington," and dear old Dean Hook, when a lad at Oxford expresses this same intimate feeling in one of his lively inimitable letters, "I have got into a very dissolute set of men, but they are so pleasant that they make me very often idle. It consists of one Tuft, H. R. H., Henry Prince of Wales, and a gentleman Commoner named Sir John Falstaff, and several others. I breakfast with them, drink tea, and sometimes wine with them," and, again, on hearing the good news of the recovery of his grandfather, he writes, "The minute I opened the letter and saw the news, I pulled down my Shakespeare and had a very merry hour with Sir John Falstaff. I was determined to laugh heartily all that day. I asked Sir John to wine with me. I decanted a bottle of my beloved grandfather's best port and Sir John and I drank his health right merrily. Perhaps you will want to know how my old friend Sir John drank my grandfather's health. Why I took care to find out the place where he drank Justice Shallow's health. And so when I said, 'Here's to Sir Walter,' I looked on the book and the Knight said, 'Health and long life to him.'"

Among the oldest and dearest of my friendly books is the "Life and Letters of Lord Macaulay," of which I became the happy owner, when it was fresh off the press, during a sojourn in the west, far away from my home library. The dates along the margins (one of Macaulay's habits which I adopted as I read) bring pleasant

thoughts of a journey from Colorado to the western coast, and long before I knew Dean Hook (whom I first met here as the Vicar of Leeds) I was pulling Macaulay down from the shelf, not indeed to drink with Sir John, but to refer to some particular talk of men or of books—always to read on and on with equal delight whether he were breakfasting with a party of old Trinity College friends, reading in his study, or acting as a guide and escort on a half holiday of sight-seeing with his nieces and nephews, with whom he was always the prince of playfellows. It was on one of these excursions to the zoological gardens that Thackeray overheard someone say, "Never mind the hippopotamus! Never mind the hippopotamus! There's Mr. Macaulay!" When absent he exchanged long and frequent letters with the children, sealing those to his nephew at Harrow with an amorphous mass of red wax, which, in defiance of all postal regulations, usually covered a piece of gold.

A scrap from one of his letters to a little niece will serve also as an example of the poetry, which he usually attributed to the Judicious poet, for whose collected works the children vainly searched the library.

"Michaelmas will, I hope, find us all at Clapham over a noble goose. Do you remember the beautiful Puseyette hymn on Michaelmas day? It is a great favorite with all the Tractarians. You and Alice should learn it. It begins:

'Though Quakers scowl and Baptists howl,  
Though Plymouth Brethren rage,  
We churchmen gay will wallow today  
In apple sauce, onions and sage.

Ply knife and fork, and draw the cork,  
And have the bottle handy;  
For each slice of goose we'll introduce  
A thimbleful of brandy.'

Is it not good? I wonder who the author can be? Not Newman, I think. It is above him. Perhaps it is Bishop Wilberforce."

The Macaulays and the Wilberforces living at Clapham Common are very real people to me, and my firm allegiance to Trinity College, Cambridge, has never

wavered since Macaulay's undergraduate days, not even when Samuel Wilberforce, the future bishop, went up to Oriel College, Oxford.

And how doubly precious is a book-friendship, whose introduction claims a personal touch; as when, with the same friend who bought the photograph in Rome, I afterwards visited Winchester Cathedral and standing beside the chantry tomb of Bishop Wilberforce she said, "When you go home, read his life. He was a great and good man," and I have continued reading it for nearly thirty years. Wilberforce was undoubtedly for twenty-five years the greatest figure in the English Church. His great sorrows made him tender and tolerant, and many who saw only the brilliant man little dreamed of the causes and depth of his power. He was made Bishop of Oxford in the troublous times of the Tractarian Movement, and so great was the work he accomplished and so devoted to him were his clergy that when translated to Winchester, Bishop Stubbs, who succeeded him, coming from quiet Chester, where his history was his chief occupation, ruefully asked, "Why am I like the Witch of Endor? Because I am tormented by the spirit of Samuel." His quickness and humor flashed an unexpected light on many a question, as when asked why he was called Soapy Sam he answered it was probably because he was always in hot water and always came out with hands clean. And his whimsical reply to "Who are the greatest preachers in England?"—is one of those comical self-evaluations which it is generally most hard to give—"I must refer you to an article on a lady's dress—Hook and I." His absolute freedom from personal animosity shows itself in the story I like best of all. During a stormy committee meeting in which he and the Bishop of London were violently opposed to each other, he threw a note across the table. Supposing it to be some point on the business in hand, the Bishop of London read, "My dear Bishop: You really should not wear such boots. Your



life is too precious and valuable to us all to allow such carelessness."

Nothing could more touchingly express the devoted and loving esteem in which he was held than these words written at the time of his death: "With others who loved him, kneeling reverently beside the body, was Mr. Gladstone, whose sobs attested how deeply his feelings were moved by the sudden loss of his long-tried friend."

The last time I was in England I made a Sussex pilgrimage to his old home at Lavington. It was in June, and my companion smiled as I exclaimed with enthusiasm, "St. Barnabas day, the eleventh of June—the Bishop's wedding day!" We saw the trees he had planted and loved, the spot whence he would turn for a last homeward look, saying he was as proud of being a Sussex squire as a bishop; and best of all the great clumps of rhododendron which he planted with his own hands.

Since so many librarians are gardening as a favorite recreation, why not have a friendly corner in the garden, where we may "Consider the lilies of the field," as we are bidden in that dearest of all books, and where each mood, whether gay or somber, would find echo from the "eternal passion" of the poets—"Rosemary for remembrance, or pray you love, remember there's pansies, they're for thoughts." Growing next to these in my own garden is the fragrant Carolina allspice, because it was the best loved of flowers by Henry Bradshaw.

I sometimes question if a book is truly a friendly book unless I possess it, and yet this in a way would cut off both Thackeray and the friend whom he loved best of all, "dear old Fitz," for I gave away my "Fitzgerald's Letters" to a friend with whom I exchange many friendly books. A man of leisure and literary tastes, and in easy circumstances, Fitzgerald avoided fame as earnestly as most men seek it. Living in a country cottage with a garden, books, pictures and music, he cherished his many lifelong friendships, which he says were more like loves, by writing letters which have a touch of gentle humor and of

tender and unaffected charm, as in a letter to Frederick Tennyson: "I have been through three influenzas; but this is no wonder, for I live in a hut with walls as thin as a sixpence, windows that don't shut, a clay soil safe beneath my feet and a thatch perforated by lascivious sparrows over my head. Here I sit, read, smoke and become wise, and am already quite beyond earthly things. I must say to you as Basil Montague once said in perfect charity to his friends: 'You see my dear fellows, I like you very much, but I continue to advance, and you remain where you are, you see, and so I am obliged to leave you behind. It is no fault of mine.' You must begin to read Seneca, whose letters I have been reading, else you will be no companion to a man who despises wealth, death, etc. I wish you were here to smoke a pipe with me. I play of evenings some of Handel's grand choruses which are the bravest music after all."

And again, to William Bodham Donne, when puzzled over his Agamemnon and the line of signal fires from Troy to Mycenæ, he writes, "I am ignorant of geography, modern and ancient, and do not know the points of the Beacons, and Lemprière, the only classic at hand, doesn't help me. Pray turn to the passage and tell me (quotes three lines of Greek) what, where and why. The rest I know or can find in dictionary or map, but for these:

Lemprière  
Is no-where:  
Liddell and Scott  
Don't help me a jot,  
When I'm off, Donnegan  
Don't help me on again.

So I'm obliged to resort to old Donne again."

A postscript in a letter to Charles Eliot Norton reads—"Only a word, to add that yesterday came Squire Carlyle from you, and a kind long letter from Mr. Lowell; and the first nightingale, who sang in my garden the same song as in Shakespeare's days."

And finally, to Lawrence the portrait

painter: "Have we exchanged a word about Thackeray since his death? I am quite surprised to see how I sit moping about him, so little have I seen him the last ten years, and not once for the last five. To be sure I keep reading his 'Newcomes' of nights and now I have got hold of 'Pendennis.' I keep hearing him say so much of it; I really think I shall hear his step coming up the stairs to this lodging, and about to come (singing) into my room as in old Charlotte Street thirty years ago." And ten years later he writes, "A night or two ago I was reading old Thackeray's 'Roundabouts,' and (a sign of a good book) heard him talking to me."

I am sorry that so many people know Fitzgerald only because of the "Rubaiyat." I confess myself to be rather like-minded with

"That certain old person of Ham,  
Who grew weary of Omar Khayyam,  
Fitzgerald, said he,  
Is as right as can be,  
But this cult, and these versions,  
O, Damn!"

And Thackeray, there is no one book which stands for him, save, perhaps, the dear little old brown volume of letters to the Brookfields. It is here that we learn much of "Pendennis." In one letter he writes, "I am going to kill Mrs. Pendennis presently, and have her ill in this number. Minnie says, 'O Papa, do make her well again! She can have a regular doctor and be almost dead, and there will come a nice homeopathic physician who will make her well again.'" We who truly know and love him find him ever in his own pages as he smiles kindly at us through his spectacles, or we feel the difficulty with which he is keeping his spectacles dry, and we too say, "Dear old Thackeray," as in the lines at the end of the White Squall, where with pages of nonsense, he writes how the Captain

"Beat the storm to laughter  
For well he knew his vessel  
With that wind would wrestle;  
And when a wreck we thought her,  
And doomed ourselves to slaughter,

How gally he fought her,  
And through the hubbub brought her,  
And when the tempest caught her,  
Cried, George some brandy and water.  
And when its force expended,  
The harmless storm was ended,  
And as the sunrise splendid  
Came blushing o'er the sea,  
I thought, as day was breaking,  
My little girls were waking,  
And smiling and making  
A prayer at home for me."

One of these little girls, Minnie Thackeray, became the wife of Leslie Stephen, of whom Mr. Lowell speaks as "that most lovable of men," whose *Life and Letters*, so full of rich and wondrous friendships, and of deep and subtle charm, is always a midnight companion if taken up in the evening. While our serious-minded librarian may find its chief value in the chapter on "The Struggle with the Dictionary," where as editor, I presume many of us first met with Stephen, (and which would prove invaluable to Lamb's old gentleman) she will find there only a small part of the Real Leslie Stephen, who wrote one day to Edmund Gosse, "No, R. L. S. is not the Real Leslie Stephen, but a young Scotchman whom Colvin has found—Robert Louis Stevenson."

It is a temptation to linger over Stephen's letters to John Morley and Charles Elliot Norton (perhaps his closest lifelong friends), and to the rich list of literary men whom he knew so well through his long years of literary and editorial work. Like those of Lowell and Stevenson, his letters lead one constantly to the reading of his books, wherein again one always finds himself. It were difficult to imagine more felicitous titles of self-revelation than "Hours in a library," "The amateur emigrant," and "My study window." I cannot leave Stephen without a word from the "Letters to John Richard Green" (little Johnny Green) which he edited. As Macaulay used to love to prove the goods he praised by samples of quotation, I will content myself with Green's questioning Freeman, in a long letter full of Early English history: "By the

way, have you seen Stubb's Hymn on Froude and Kingsley?

'Froude informs the Scottish youth  
That parsons do not care for truth.  
The Reverend Canon Kingsley cries:  
History is a pack of lies.

What cause for judgments so malign?  
A brief reflection solves the mystery,  
Froude believes Kingsley's a divine,  
And Kingsley goes to Froude for his-  
tory.'

Long years ago my eye caught the title, "From Shakespeare to Pope," Gosse, and as I took down the book, I asked, "Well, what was there from Shakespeare to Pope?"—a question which the book answered so delightfully that I read it straight through twice, while the Critical Kit Kats is my particular joy in introducing to friendly books my young student readers, whom I send off armed with it, together with a volume of Fitzgerald, or Stevenson, or the Browning sonnets. Mr. Gosse has such a comfortable and intimate way of saying things that makes one feel it is one's own expression of one's own thoughts. I suppose most of us own to a pocket copy of Shakespeare's sonnets, wherein we have marked many a line, and then Mr. Gosse writes for us, as he sends the sonnets to a friend:

"This is the holy missal Shakespeare wrote,  
Then, on sad evenings when you think of me,  
Or when the morn seems blyth, yet I not near,  
Open this book, and read, and I shall be  
The meter murmuring at your bended ear;  
I cannot write my love with Shakespeare's art,  
But the same burden weighs upon my heart."

Do your friendly books ever find each other out upon the shelves? After reading in Mary Cowden Clarke's "My long life," of her childish, reverent awe towards Keats and Shelley, who were often guests in her father's house, the book found its place next to those poets, and was it Keats who was sitting on the sofa when the same little girl crept up behind and kissed his hand just because she had heard he was

a poet? Gilbert White's "Natural history of Selborne," much in the same way stands beside Lowell, in whose "Garden acquaintance," I first learned its "delightful charm of absolute leisure," and here too, when it leaves my study table, stands that dear big book which still claims my leisure hours, "Charles Eliot, landscape architect," one of those rare books with a subtle and unconscious autobiographic touch, when one chances upon the fact that the writer was Harvard's president, telling the story as the brief fore-note says,

"For the dear son,  
Who died in the bright prime—  
From the father."

But this is all very personal and my only hope is that while I am reading, you are following the example of my sometime youthful nephew, who, on being asked about the sermon one Sunday after church, answered, "Why really, Mamma, I don't know what it was about. I got tired listening, and withdrew my attention and went fishing."

Finally, although we are admonished not to put new wine into old bottles, there fortunately is no admonition against old wine in new bottles, and friendliness is certainly the richest of wine both in men and in books. Nor am I at all certain that in the last analysis it is not the supreme grace which makes possible that joy in life, without which we are of necessity cast into a limbo of outer darkness, and so I commend to you the best of old wine which ever lingers in *The Friendly Book*.

THE PRESIDENT: Our good old friend, Dr. Canfield, once told a story about a critic who after a life devoted to the gentle art of making enemies was gathered to his fathers. Those who had known him, and who had for the most part been recipients of his buffetings gathered about his bier, and compared notes and estimates of the special qualities which the late departed had possessed. Yes, said one, "he loved us so well that he chastised us frequently." True, said another, "he could never catch sight of one of us without administering

a vigorous kick." At this the eyelids of the deceased were seen to flutter a bit, and he sat bolt upright and his sepulchral voice made this response: "Yes, but I always kicked towards the goal."

Now perhaps this introduction may not seem to be a very happy preliminary to the paper about to be announced, and in some respects its application may not be evident, for certainly the speaker who is about to talk to us, on "How to discourage reading" is by no means a dead one. He has, however, been somewhat active in the kicking process—though always towards the goal. I present to you Mr. EDMUND L. PEARSON, of the Boston Transcript.

Mr. PEARSON: The president has very kindly referred to the fact that while I do not practice the profession of librarian I tell other people how they ought to do it. He might have made use of a quotation or a sentence or two at the beginning of Mark Twain's "Puddin'head Wilson," only I fear that Mr. Legler was too courteous to use it. I have no hesitation in speaking of it myself. Mark Twain says of the Puddin'head Wilson maxims: "These maxims are for the instruction and moral elevation of youth. To be good is noble, but to tell others how to be good is nobler and much less trouble."

Mr. Pearson read the following paper:

#### HOW TO DISCOURAGE READING

When the "Five Foot Shelf" of books were published, three of my friends bought the set. One of them did so without any pretence that he was going to read them. He is a somewhat naive young man, able to indulge his whims, and he said he thought that buying the books "would help out President Eliot." That is a very meritorious sentiment to hold toward the compilers or authors of books—I wish that there were more persons who felt that way. I have no fault to find with him, at all.

Nor have I any complaint to make against the other two men. Blame is not what they deserve, but commiseration. Like the girl in the song, they are "more to be pitied than censured." The price

was a consideration with them, and they gave up their money for the sake of being forever cut off from all those tremendous "classics." For that is what it amounted to. One of these men has a very pretty office, with some nice bookshelves, painted white. He added to the books of his profession and some other works of general literature, this "Five Foot Shelf"—which occupies, I believe, about eighteen feet of shelf room. He tried to read one of the books—I know he did that, because he admitted it—and he confided to me that he thought it was silly.

The third man bought the "Five Foot Shelf," and announced his determination "to read the whole thing right through." He did this with set teeth, as if he might have said: "I'll read 'em if they kill me!" Well, he started one of them. He read a little in Franklin's "Autobiography." I know he did, because he told me about it. He and I belong to that irritating class of persons who get up early and take long walks before breakfast, and then take care to mention it later in the day, as if to cast discredit on other people. We have to go early, too, because we intersperse the walks with runs, and he has dignity to maintain, and it wouldn't do for him to dash about the streets after other people are up. While we walked, or dog-trotted, about the country roads he told me about the "Autobiography." But I have noticed that he has left the "Five Foot Shelf." I doubt if he even finished that first one of its volumes which he attempted. When he talks about books now, it is about the "History of the American people." He is a Democrat, and like many Democrats he has discovered that our history has been truly written only according to Mr. Woodrow Wilson.

Will any one of those three men ever read two whole volumes from that set? It is doubtful—very doubtful. And their cases are, I believe, typical of thousands of others. And what is true of the "Five Foot Shelf" is true of a score of other collections—the Hundred Best Books, the Greatest Books of the Universe, the Most

Ponderous Volumes of the Ages, the Selected and Highly Recommended Classics of All Nations. There are dozens of them—you all know them—these “standard” sets and collections, in which learned and well-intentioned men have innocently conspired with publishers to discourage reading.

The “Five Foot Shelf” is not picked out for especial disapprobation. As a matter of fact, I suppose it is far better, far more human in its selections, far more readable in some of its titles than most of these sets of “great” books. But there is something about every one of these collections of classics that acts like a palsy upon the reading faculty. It is a little mysterious, rather hard to define, but that it exists I have no manner of doubt. It would be impossible to doubt, after seeing it demonstrated so many times.

Take, at random, the titles of five famous books—books which are apt to turn up in these sets or collections. Plato’s “Republic,” the “Odyssey,” the “Morte D’Arthur,” the “Anatomy of melancholy,” and “Don Quixote.” Take the average man, the man usually known as the “business” man. Suppose that he has not read any of these books in his school days—that he has reached the age of forty without reading them. Now, the chances are at least a hundred to one that he never reads them. But let him buy one of the sets of thirty or forty volumes, in which these five books are included, and the chances against his reading any one of the five, instead of being diminished, are enormously increased. It is now certainly three hundred to one that he never reads any of the five books. There is something benumbing, something deadening, something stupefying, to the average man to take into his house six yards of solid “culture.” And this I believe to be true as a general statement, in spite of instances which may be adduced here and there.

But, mind you, if this same man happens to have his attention called to one of the books—especially to either of the last two, as they are a little nearer the

temper of our time—and if he gets one of them, by itself, there is now a fair probability that he may read at least part of it. He may even finish it.

If he really wishes to read the so-called great books let him forever beware of acquiring one of those overwhelming lumps of literature—the publisher’s delight and the book-agent’s darling—known by some such name as the Colossal Classics of the World. They breed hypocrites and foster humbugs. He buys them and thinks he is going to read them. They look ponderous and weighty and erudite upon his shelves—to the innocent. People exclaim: “My! What fine books you have!” He tries to smile a wise smile—to give the impression that they are the companions of his solitude, the consolation of his wakeful hours. He knows that these people won’t ask if he has ever read any of them. They are afraid he might come back at them with: “Oh, yes, of course. Now, how do you like Milton’s ‘Areopagitica’?” After a time he begins to think he has read them—because he has looked at the backs, and started to cut one or two of them. Then it is all up with him. He never even tries to read them again. They just stand there and occasionally make him a little uncomfortable.

Making friends with books, and especially with those famous books which require some concentration, is like making friends with people. You can not do it in a wholesale, yardstick manner. If they come into our lives at all, they come subtly, slowly, one at a time. If a man should walk into this room saying: “All my life I have been without friends, I have decided that I wish to have friends—I am going to adopt all of you, every one of you, as a friend, here and now!”—you know how an experiment like that would succeed. It is the same with books.

In the competition for the best method to discourage reading, the second prize should be awarded to that pestilential invention—the Complete Works of an author. There was a publisher—he still lives—who told one of his agents: “Books are

not made to read; they are made to sell." He was probably the inventor of that discourager of reading, the Complete Works.

If one of you wishes to keep a friend in total ignorance of any writer, there is an almost certain method—give him one of the sets of the Complete Works of that writer. It is a sure method to kill interest.

As in the case of the collections of classics, there is something wholesale and overpowering about such a set. It is thrown at your head, so to speak, in a chunk, and you never get over the blow. Imagine the case of a man who had never read Dickens. If he is wise, he goes at him one book at a time, he tests and he tries, and at the end of a few years he owns eight or ten books—well-thumbed books, that have been read, and that represent pleasure. But if he listens to the book-agent he contracts for a yard and a half of Dickens, and when it comes he gazes in despair at that rigid row of books—as unassailable as a regiment of Prussian grenadiers. That is the end of all intercourse between him and Charles Dickens.

"Oh, you might as well have them all," says the agent, "you needn't read the ones you don't like." That is what the waiter told the man when he brought him a breakfast-cup full of coffee, after dinner, instead of a demi-tasse: "You ain't got to drink all of it."

Miles upon miles of these sets of Complete Works are sold every year, and from one end of the land to the other, heads of families are sinking back comfortably upon their Morris chairs, and gazing in fatuous self-satisfaction at their bookcases, which they have just filled, at one swoop, with nine yards of the Complete Works of Scott, Cooper, Dumas, Dickens, and Thackeray.

"Look, Mother, we've got the bookcase filled up at last!" "Well, I am glad to see it! It was distressin' to see all those shelves so empty like."

Will they ever look at them? Never a look! It is even odds they do not cut the pages. Now that the noble art of

pressing autumn leaves has gone out—you know how it was done, with wax and a hot flatiron, and then you put them between the pages of a book—now that pastime is forgotten, there isn't one remaining cause why those pages should ever be opened. The insides of those books will be the most secret place in that house henceforth. Talk about sliding panels and secret drawers in old writing-desks—they are open and conspicuous in comparison. They will be great for hiding places—I think I will write a melodrama and have the missing will turn up in the fifth act, sixty years later, hidden between page 1 and page 2 of one of the volumes in somebody's Complete Works.

For the third place in the list of best methods to discourage reading there are two competitors. They are so nearly tied that it is hard to choose between them. I am inclined to think that the honor should be awarded to the custom of setting up counsels of perfection in the matter of recommending the so-called "classics" to possible readers, of saying by word of mouth, or by printed page: "These are the great classics, the great books of the world" and adding, by implication, "If you don't like them, after making heroic attempts, then you have been weighed in the balance and found wanting."

This word "classics" covers a multitude of nuisances and perplexities. The "classics" include books which are still alive with humanity, which are delightful today to any person who is at all bookish, and they include books which are so utterly alien, so far removed from our time, place and habit of mind, that it is absolutely absurd to pretend that anyone in this year and land, except a few, a very few, specialists, can read them with any pleasure, or can read them at all, in fact, except under compulsion.

These lists of the great classics are too frequently compiled with a cowardly obedience to tradition. It matters a little what some great person of a hundred or a thousand years ago thought about a book—but it does not matter much. Recently, I

saw in a book a list of great persons who had been influenced by this or that book. Some book or other influenced Madame de Maintenon—what of it? Doubtless other books, far less desirable, influenced her, too, so what does it prove? The value of books, as a recent writer has pointed out, shifts and changes with the changing years. What may have been truly a great book a thousand years ago is not necessarily great today—no matter how many famous personages have embalmed it in their praise, and no matter how many other personages have praised it, not because they enjoyed it themselves, but because the earlier ones did. Such a book is interesting—to specialists—as a milestone in the history of literature, but it is not to be forced, however gently, upon the general reader as a book he "ought" to read.

Museums of art, like the Louvre, contain paintings which ignoramus like myself look upon with astonishment. Mediæval pictures of the most hideous description—how came they in the same building with these other beautiful works of art? Is it possible that anyone is so silly as to pretend to admire them? And then the explanation dawns upon the ignoramus: they are here to illustrate the development of the art of painting. This is a museum, as well as a collection of beautiful things. No one who is honest pretends to enjoy their beauty. It is thus with books. A great collection of books may well contain those writings which seemed full of meaning to people two thousand years ago, but they are not to be held up—not all of them, at any rate—as books which anybody "ought" to read today. The significance of any work of literature, however noble, is a thing to ebb and flow, and finally to vanish altogether. Professor Barrett Wendell reminded me once that Shakespeare's plays and my daily themes would alike, one day, be dust and atoms in the void of the centuries—but I do not think that he meant unduly to compliment Shakespeare by this association.

Since it is always better to come down

to tacks in speaking of books, I will mention some of the classics which have little significance today. It is always dangerous to do this—somebody is sure to hold up his hand and exclaim: "Why, I like them, very much," or "I know an old gentleman who reads that, every night before going to bed." But I will take the risk, and say that the Greek and French dramas of the classic periods are works of literature almost certain to appear on most of these lists of Best Books, and that it is almost sheer humbug to put them there. So few people can read them, there is so little reason—especially in the case of the French plays—why anyone should read them, today, that their inclusion is a pitiful example of lack of courage. In the matter of the French drama I speak especially of Racine and Corneille—names almost certain to appear on these lists of the classics. Someone will relate the story about Napoleon saying that if Racine (or was it Corneille?) had lived in his time, he would have made him a marshal. Then some of his plays are smugly entered upon the list. With their stiff, set speeches, their ridiculous unbosomings of the leading characters of their "confidantes," they are as out of place in our life as were their Caesars, Alexanders, and Pompeys, teetering about the stage in high-heeled shoes, ruffles, wigs, and all the rest of the costume of Louis XIV.

It is good to recommend the classics, but it must not be forgotten that there are classics, and classics. There should be independence, and an ability to look things in the face, to realize that a change has come, when it is already here. Why should the people who deal with books let the politicians get ahead of them? There is a bright, clean air blowing through the nation, and those who worship fusty precedent are correspondingly unhappy. We have a president who cares not a rap for mouldy and senseless traditions—he has learned well the lesson taught him by one of his predecessors. If President Wilson has the courage to point out that the final authority on matters of factory legis-

lation and mine inspection in the year 1913 is not necessarily Thomas Jefferson, is it not possible for the critics and choosers of books to understand that Dr. Johnson and Madame de Maintenon have not uttered the last word about literature? There might and should be a "new freedom" of literary criticism—not yesterday, nor today, nor tomorrow, but all the time.

Here is another way to discourage reading. You can do it by giving a man one of these over-annotated editions of a book. I mean a book which has so many foot-notes that the text is crowded right out of bed; a book in which the editor is so pleased with himself for discovering that the father of Lady Hester Somebody (who is mentioned in the text) was born in 1718 and died in 1789 that he simply has not the decent manners to keep his useless knowledge to himself. No; he must tell it to you, even though he elbows the author—a better man than himself—out of the way to do it.

One of the best books of its kind—I speak under correction—is George Birkbeck Hill's edition of Boswell's "Johnson." It is, I believe, correct, and scholarly; it certainly represents a vast amount of labor, and it is "very valuable for reference." Also it is admirably arranged for driving a reader away from Boswell forever. It is positively exasperating to see page after page on which Boswell occupies two lines at the top, and Dr. Hill takes up all the rest of the room. Sometimes he takes up the whole page! Yet that edition is recommended to readers by persons who ought to know better.

Other excellent examples—I am speaking only of much-praised books—are found in the Furness Variorum editions of Shakespeare. When one of these volumes appears it is usually greeted by a chorus of "Oh's!" and "Ah's!" as when a particularly gorgeous skyrocket goes up on Fourth of July night. Such scholarship! Such a boon to earnest Shakespeareans! Such labor! Such erudition! Well, a great deal of that praise is deserved—each volume is certainly a tour de force. But I wish

to read you from a review of the latest of them—a review written for the Boston Herald, by Mr. John Macy, the author of that vigorous and sensible book, "The spirit of American literature." It deals with "The tragedie of Julius Caesar" edited by Horace Howard Furness, Jr. "This," writes Mr. Macy, "is the latest volume in 'A New Variorum Edition of Shakespeare,' and is the first under the sole editorship of the late Dr. Furness' son. From an enormous mass of commentary, criticism, word-worrying, text-marring and learned guesswork, Mr. Furness has chosen what seem to him the best notes. The sanity of his introduction and the good sense of some of his own notes lead one to suppose that he has selected with discrimination from the notes of others. His work is a model of patience, industry and judgment. He plays well in this game of scholarship. But what is the game worth? What is the result?"

"Here is a volume of nearly 500 large pages. The text is a literal reprint of the folio. The clear stream of poetry runs along the tops of the pages. Under that is a deposit of textual emendations full of clam-shells and lost anchors and tin cans. Under that is a mud bottom two centuries deep. It consists of (a) what scholars said Shakespeare said; (b) what scholars said Shakespeare meant; (c) what scholars said about what other scholars said; (d) what scholars said about the morality and character of the personages, as (1) they are in Shakespeare's play, and as (2) they are in other historical and fictitious writings; (e) what scholars said about how other people used the words that Shakespeare used; (f) what scholars said could be done to Shakespeare's text to make him a better poet. I have not read all those notes and I never shall read them. Life is too short and too interesting. All the time that I was trying to read the notes, so that I could know enough about them to write this article, my mind kept swimming up out of the mud into that clear river of text. It is a perfectly clear river. Some of the obscurities that scholars say



are there are simply not obscure, except as poetry ought to have a kind of obscurity in some turbulent passages. Some of the obscurities the scholars put there in their innocence and stupidity, and those obscurities you can eliminate by blandly ignoring them."

These learned and over-annotated editions—they are not intended, you say, for the casual reader. Yet they get into his hand—they are sometimes recommended to him. And, as Mr. Macy asks, are they worth the labor they have cost—are they worth it to anybody? Looking at them reminds me of the ideal ascetic of the Middle Ages, St. Simeon Stylites. St. Simeon was considered the most religious man of his time because for twenty years he lived upon a pillar that "numbered forty cubits from the soil," and because he would

"Tween the spring and downfall of the light,

Bow down one thousand and two hundred times,

To Christ, the Virgin Mother, and the Saints."

In spite of that, St. Simeon is not the ideal religious man today. Will these fact-collectors be the ideal scholars a century hence?

Are we sometimes acclaiming as great scholars men who are really doing nothing but a tremendous amount of grubbing? Are some of the so-called scholarly editions really scholarly, or are they simply gigantic "stunts?" Whatever may be their value for reference and that is vastly over-rated, they discourage reading.

It is also possible to drive people away from books, or make it difficult for them to get near books, by printing confusing things about them. It is possible to catalog a book—according to the best rules—in such a fashion as to make it an exceedingly unattractive, not to say repellant object. This is bad enough when it is done in the formal catalog, but when it is done in little leaflets, and book-lists—things which ought to be informal and inviting—the case is very sad. The other day I

saw an entry in a book-list which read like this: "Dickens. Whipple, E. P. Charles Dickens." The expert is in no doubt; the uninitiated may well be confused to know which is the author and which the subject. When someone defends such practices by saying: "But the rules!" someone else, whose voice is a voice of authority ought to say: "Fudge! And also Fiddle-de-dee!"

The general subject today is "the World of Books." It is a delightful world—one so different from that into which we emerge every morning that it seems hard, sometimes, to realize that the one exists inside the other. It is a place of entertainment within the reach of any of us. There are a few obstructions around the entrance—some of which I have tried to describe. People have built up walls of impossible "classics"; publishers have tried to string a barbed-wire fence of Complete Works around it. Pedants stand outside, calling upon you to swallow a couple of gallons of facts before you go into the great tent. You can walk by them all. Inside, everything is pleasant. Over in one corner are the folk who like to play with first editions, unique copies, unopened copies, and all the rest of those expensive toys. Some of these gentlemen have about as much to do with the world of books as have the collectors of four-post beds and old blue china, but many of them are very good fellows. Most of them do not belong in here at all, but, like boys who have crawled in under the tent, now they are inside they think they have as much right as anybody. Some of them, indeed, are quite uppish and superior, and inclined to look down on the rest of us who have a vulgar notion that books are made to read.

Here is all you require—a comfortable chair, and a pipe. And the company! Well, look around:

Dear Lamb and excellent Montaigne,  
Sterne and the credible Defoe,  
Borrow, DeQuincey, the great Dean,  
The sturdy leisurist Thoreau;

The furtive soul whose dark romance,  
By ghostly door and haunted stair,  
Explored the dusty human heart,  
And the forgotten garrets there;

The moralist it could not spoil,  
To hold an empire in his hands;  
Sir Walter, and the brood who sprang,  
From Homer through a hundred lands,

Singers of songs on all men's lips,  
Tellers of tales in all men's ears,  
Movers of hearts that still must beat,  
To sorrows feigned and fabled tears.

At the conclusion of Mr. Pearson's paper a book symposium was conducted in which the following members of the Association briefly discussed the respective books here indicated:

Hine. Modern organization. Reviewed by Paul Blackwelder.

Crispi's Memoirs and the recent literature of the Risorgimento. Reviewed by Bernard C. Steiner.

Goldmark. Fatigue and efficiency. Reviewed by Katherine T. Wootten.

Tarbell. The business of being a woman. Reviewed by Pearl I. Field.

Antin. The promised land. Reviewed by Althea H. Warren.

Brieux. La femme seule. Reviewed by Corinne Bacon.

The great analysis. Reviewed by Josephine A. Rathbone.

Weyl. The great democracy. Reviewed by Frank K. Walter.

The PRESIDENT: Before inducting into office the president-elect I shall ask the secretary whether there are any announcements to be made or if any new business is to come up at this time? Is there any business for the Council to consider?

Dr. ANDREWS: There are some resolutions from the Documents Round Table to come before the Council and perhaps other routine work.

The PRESIDENT: They will be referred to the Council. We will receive the report of the tellers concerning the election.

The SECRETARY: The report of the tellers states that you have elected as your officers for the coming year the following persons:

## REPORT OF THE TELLERS OF ELECTION

No. of Votes

### President

E. H. Anderson, Director New York Public Library ..... 144

### First Vice-President

H. C. Wellman, Librarian City Library, Springfield, Mass. .... 141

### Second Vice-President

Gratia A. Countryman, Librarian Minneapolis Public Library ..... 144

### Members of Executive Board (for 3 years)

Herbert Putnam, Librarian of Congress, Washington ..... 146

Harrison W. Craver, Librarian Carnegie Library, Pittsburgh ..... 137

### Members of Council (for 5 years)

Mary Eileen Ahern, Editor "Public Libraries," Chicago ..... 140

Cornelia Marvin, Librarian Oregon State Library ..... 145

Alice S. Tyler, Director Western Reserve Library School ..... 146

R. R. Bowker, Editor "Library Journal," New York ..... 144

A. L. Bailey, Librarian Wilmington (Del.) Institute Free Library ..... 142

### Trustee of Endowment Fund (for 3 years)

E. W. Sheldon, President U. S. Trust Co., New York ..... 143

FORREST B. SPAULDING,  
JOHN F. PHELAN,

Tellers of Election.

The PRESIDENT: You have heard the result of the election. I shall ask Mr. Gardner M. Jones and Mr. Harrison W. Craver to show the president-elect the way to the platform.

(The committee escorted Mr. Anderson to the platform.)

Mr. President-elect, it is with special personal satisfaction that I have announced to you the result unanimously made by this conference in choosing you to the honorable position of president. I am personally gratified in that you represent, I think, so splendidly many of the elements

which have been talked about during this meeting. You are yourself a graduate of a library school, yet you have sympathy with those who have not attained to that distinction. You have been associated with a great scientific library, you have been in charge of a medium-sized library and are now at the head of the largest public library in the world; and yet many of us have had evidences that you have the deepest and warmest sympathy for the small and struggling library, no matter where it may be.

Mr. President-elect, the retiring board of officers received this gavel not as an emblem of authority, but as a symbol of service. As such we commit it to your care for the next year.

For the retiring board of officers I may say, in the words of Wynken DeWorde in one of his colophons, "And now we make an end. If we have done well, we have done that which we would have desired; and if but meanly and slenderly, we yet have done that which we could attain unto."

The wish goes from the ex-president to the president that the most successful administration in the history of the Association may be the one which is about to begin.

(Mr. Legler then handed the gavel to Mr. Anderson and retired from the platform.)

**PRESIDENT ANDERSON:** Ladies and gentlemen, fellow members of the Association: In the first place, I want to express my heartfelt thanks for the gracious things

the retiring president has just been pleased to say concerning my humble self. Furthermore, I have to thank him for giving me an opportunity to correct a mistake which has been current in this Association for some twenty years, namely, that I am the graduate of a library school. I was at the Albany library school—more years ago than I care to tell—between seven and eight months. My money ran out and I had to get a job. I did not even complete the first year. That is a reflection on me, not upon the library school.

The exigencies of trains and luncheons would make it unfair if not cruel for me to detain you here this morning with a speech and I shall make none. But I want to beg you on this occasion to forget and forgive the disagreeable things said or done by the officers-elect in the heat of a bitter partisan campaign. (Laughter—There was no opposition ticket.)

Seriously, I want to express to you all, not merely for myself but for every member of the incoming executive board and the incoming members of the Council, our appreciation of the honor you have conferred upon us and of the responsibilities you have placed upon our shoulders. We can only hope to maintain—and it will require a struggle and great and arduous work on our part to maintain—the high standard set by our predecessors. I thank you.

If there is nothing further to come before us the Conference will stand adjourned.

ADJOURNED SINE DIE.

## EXECUTIVE BOARD

### Meeting of June 23, 1913

Meeting called to order by President Legler. Other members present were Miss Eastman, Messrs. Anderson, Andrews, Putnam and Wellman.

Several matters of routine business were transacted, including the reception and adoption of the report of the Committee on Nominations.

Upon motion of Mr. Anderson, seconded by Dr. Putnam, Mrs. H. L. Elmendorf was elected member of the Publishing Board to succeed herself for a term of three years.

In behalf of the Committee on International Relations, Dr. Putnam reported that with such information as it had been able to gather the committee felt unable to

make any affirmative recommendation as to participation by the American Library Association in the proposed Exposition of the Book and Graphic Arts at Leipzig in 1914.

Adjourned.

#### Meeting of June 28th

Present: President Anderson, Miss Eastman, Messrs. Andrews, Wellman and Craver.

Mr. Wellman presented his resignation as non-official member in view of his election to the office of first vice-president, which, upon motion of Dr. Andrews, was accepted.

Upon motion of Mr. Craver, it was unanimously voted that W. N. C. Carlton be elected to the Executive Board to fill the unexpired term of Mr. Wellman. Mr. Carlton was called to the meeting and took his place as a member of the Board.

A meeting place for 1914 was next considered. Miss Edith A. Phelps, librarian of the Carnegie library of Oklahoma City, appeared before the board and invited the Association to meet in Oklahoma City, her invitation being seconded by the Oklahoma Library Association and other organizations of the State. Invitations were received also by letter from the convention bureaus of New Orleans, Nashville, Wilmington, Del., Milwaukee, and other places. After informal discussion it was voted that the Secretary be instructed to investigate facilities for holding the conference at Madison, Wis., and if, in the opinion of the president and secretary, conditions at Madison are not favorable for a meeting, that Mackinac and Ottawa Beach be investigated in the order here named.

Invitations from the authorities of the Panama-Pacific Exposition to hold the conference at San Francisco in 1915 were read and from the California Library Association to the same effect, Mr. Everett R. Perry, of Los Angeles, bearing the invitation from the latter association. Invitations were also received from the library authorities of Seattle, seconded by the business organizations of that city and by

the convention bureaus of other cities of the Pacific Northwest. It was voted to refer this information to the next Executive Board.

Mr. William Stetson Merrill presented the following report in behalf of the Committee on code for classifiers, which, upon motion, was accepted as a report of progress, and the request for an appropriation of \$20 referred to the meeting of the Executive Board in January.

The Committee on code for classifiers begs to present a report of progress.

During the past year no general meeting of the Committee has been held, but the chairman has been in correspondence with several members of the Committee and considerable data have been collected for the proposed Manual for classifiers. Messrs. Bay and Merrill are more immediately concerned with this section of the work and over three hundred points have been assembled for future consideration.

An appropriation of twenty dollars (\$20.00) to cover typewriting, postage and stationery is requested.

Respectfully submitted,

(Signed)

WM. STETSON MERRILL, Chairman.

At the request of the secretary a transfer of funds was authorized as follows: From the contingency fund to conference fund, \$75, and to miscellaneous fund \$75, leaving a balance in the contingency fund of \$95.

Upon motion of Dr. Andrews, it was voted that members joining the Association after the annual conference shall only be required to pay one-half year's dues together with the usual initiation fee of \$1.

Consideration of the question of issuing the annual hand-book in biographical section form was postponed until the next meeting of the Executive Board.

A letter was read from Dr. Frank P. Hill, suggesting that a special committee be appointed to consider the matter of participating in the proposed Leipzig Exposition and to ascertain the cost of such participation as well as the possibility of securing a creditable exhibit from American libraries. It was voted that a special committee of three on this subject be ap-

pointed by the president, which committee shall make the report to the Committee on international relations. The president appointed as this committee Dr. Hill with power to add the other two members.

It was unanimously voted that an appropriation of \$30 from the contingency fund be made to each of the three members of the Travel Committee as partial compensation for expenses incurred in the performance of association duties, and that the thanks of the Executive Board be expressed with regret that the finances of the Association did not permit a complete reimbursement of expenses.

A report was submitted from the Committee on cost and method of cataloging, but owing to the lack of time for proper consideration the secretary was instructed to have the report typewritten and copies sent to the respective members of the Executive Board. At the request of the Committee that two other members be added to the Committee, one of them to be located in Chicago, the other to be the head cataloger of one of the public libraries taking part in the investigation, the president appointed the following persons: J. C. M. Hanson and Margaret Mann.

The request of the Committee for an appropriation of not to exceed \$50 was referred to the January meeting of the Executive Board.

The report is as follows:

#### REPORT OF THE COMMITTEE ON COST AND METHOD OF CATALOGING

The present report is preliminary only. Before a final report can be made a more detailed inquiry must be undertaken of the way in which the work is handled in libraries of various types. The methods used in the libraries that have taken part in the present investigation vary to a considerable degree, and do not always seem to lend themselves to an accurate classification by character or size of library; in some cases this is possible, for instance when we find that the receipt of much duplicate material in the large public libraries having extensive systems of branch

libraries has developed a method of handling these that is almost uniform for all. One element which disturbs the cataloging work in these libraries is that the withdrawal and cancellation of the records of lost and worn-out books is done by the cataloging departments. Five of the twenty libraries do not at present readily lend themselves to comparison in all respects with the others, the Library of Congress and the New York public library on account of their size and complicated organization, the libraries of Harvard University and the University of Chicago because of the disturbances caused by present work of reorganization and recataloging, and the New York state library on account of its rapid growth since the fire two years ago. In other libraries recataloging goes on simultaneously with the current work, but it does not cause the same disturbances as in the cases mentioned.

While most libraries count classification and shelf-listing as parts of the cataloging, only four include accessioning, and three do not include either of the four processes mentioned under point 2 in the questionnaire sent out by the committee. Three libraries state expressly that the assignment of subject headings is done by the cataloging force, but this is probably also the case with some who do not mention the fact. In one case the reference and cataloging work are combined in one department; in general, reference work seems to be the catalogers' favorite side line.

In some libraries the determination of headings and the form of entry is determined by the heads of the department, in others all the original work is done by the assistants and afterwards revised, while in at least one case such work as classification and the assignment of subject headings is done by specialists, each handling his particular subject. Two or three libraries employ a special assistant for the cataloging of serial publications. Two libraries have all statistical recording done by a special assistant or clerk.

Whether a library prints its cards or has

them written or typewritten in several copies, does not seem to influence the method of work except at the final point, but the growing use of cards printed by some other library has introduced an element that did not exist when any of the libraries taking part in the investigation were organized.

The cost of cataloging can not be determined until a definite unit has been agreed upon. The way to reach such agreement might be in line with the method employed by the Boston public library, where a considerable number of volumes were set aside for this investigation and the time and money spent on each work carefully computed. By employing a similar way of investigating not only the cost, but also the routine gone through with a book in a number of libraries on its way from the unpacking room to the shelves, some definite unit might be found.

The work of the committee has only begun; it should be planned to go much more into details than the present questionnaire indicates. The purpose of the committee should be twofold; to find out whether a method of handling the routine with a minimum expenditure of time could be worked out that could be recommended as standard, and to study how the work might be so arranged as to be made in some degree less mechanical to those who are capable of more or less independent handling of literary material for the purpose of preparing it for use by readers in libraries.

AKSEL G. S. JOSEPHSON,  
EMMA V. BALDWIN,  
AGNES VAN VALKENBURGH.

#### Questionnaire

1. Give a short sketch of your catalog department indicating the processes into to which the work is divided.
2. How many of the following items do you include as part of cataloging?:
  - (a) Accessioning.
  - (b) Classification.
  - (c) Shelf-listing.
  - (d) Preparation for the shelves.

3. Of how many persons does your cataloging force consist and how is it graded?
4. What are the minimum and maximum salaries in each grade and division of your cataloging force?
5. What was the total amount expended for salaries for the catalog department in 1912?
6. a. How many of the assistants in the catalog department spend full time on the cataloging work?  
b. What other work are these engaged in in other departments of the library?
7. a. How many volumes did you add to your library during 1912?  
b. How many of these were added as new titles to your catalog?  
c. How many of these were on printed cards from the Library of Congress or from other libraries?
8. What do you estimate that it cost your library in 1912 to catalog a book, including accessioning, classification, shelf-listing and preparation for the shelves?
9. Give any special information about your library that will enable the committee to understand particular phases of your cataloging work.

#### Libraries Included in the Investigation

##### *University and Reference Libraries*

Columbia University Library.  
Harvard University Library.  
Princeton University Library.  
University of Chicago Library.  
Yale University Library.

John Crerar Library.

Library of Congress.

New York Public Library, Reference Department.

New York State Library.

Newberry Library.

##### *Public Libraries*

Boston Public Library.  
Brooklyn Public Library.  
Buffalo Public Library.  
Carnegie Library, Pittsburgh.

Chicago Public Library.  
 Cincinnati Public Library.  
 Cleveland Public Library.  
 Philadelphia Free Library.  
 St. Louis Public Library.  
 Toronto Public Library.

A request was read from the catalog section, first, that the Executive Board be asked to appoint a permanent cataloging committee to which the questions in cataloging may be referred for recommendations; second, that the Executive Board be asked to send a request to the Librarian of Congress for the publication of the code of alphabetizing used in the Library of Congress.

Voted, on motion by Dr. Andrews that the president and secretary be instructed to appoint a committee for this year to whom questions of cataloging may be referred, and that the chairman of the catalog section be consulted as to the proper form of a by-law providing for a permanent committee.

Upon motion by Dr. Andrews, voted that the secretary be instructed to ask the opinion of the Committee on code for classifiers as to the desirability of a permanent committee to consider specific questions of classification and as to the proper form of a by-law to provide for such committee.

The appointment of members to the various standing committees was next considered, and as a result of consideration at this meeting and of later correspondence between the members of the Executive Board and consultation with the chairmen of the various committees, the standing committees for the year 1913-14 are announced as follows:

#### COMMITTEES, 1913-14

##### Finance

C. W. Andrews, The John Crerar Library, Chicago.  
 F. F. Dawley, Cedar Rapids, Ia.  
 F. O. Poole, New York City.

##### Public Documents

G. S. Godard, State Library, Hartford, Conn.

A. J. Small, State Library, Des Moines, Ia.

Ernest Bruncken, Library of Congress, Washington, D. C.

John A. Lapp, State Library, Indianapolis, Ind.

M. S. Dudgeon, Wisconsin Free Library Commission, Madison, Wis.

T. M. Owen, Department of Archives and History, Montgomery, Ala.

S. H. Ranck, Public Library, Grand Rapids, Mich.

Adelaide R. Hasse, Public Library, New York.

C. F. D. Belden, State Library, Boston, Mass.

##### Co-operation with the N. E. A.

Mary Elleen Ahern, "Public Libraries," Chicago.

Mary A. Newberry, Public Library, New York City.

Irene Warren, School of Education, Chicago.

George H. Locke, Public Library, Toronto, Canada.

Harriet A. Wood, Library Association, Portland, Ore.

##### Library Administration

A. E. Bostwick, Public Library, St. Louis, Mo.

George F. Bowerman, Public Library, Washington, D. C.

John S. Cleavinger, Public Library, Jackson, Mich.

##### Library Training

A. S. Root, Oberlin College Library, Oberlin, O.

Faith E. Smith, Public Library, Chicago.

Alice S. Tyler, Western Reserve University Library School, Cleveland.

Adam Strohm, Public Library, Detroit, Mich.

A. L. Bailey, Wilmington Institute Free Library, Wilmington, Del.

Chalmers Hadley, Public Library, Denver.

Cornelia Marvin, Oregon State Library, Salem, Ore.

George O. Carpenter, trustee, Public Library, St. Louis, Mo.

and hold property, etc. The terms of its members should not expire all at once, so that reasonable continuity in policy will be insured. It should have power to take over and manage other city libraries, school libraries and, by contract, libraries in other municipalities or communities.

(d) The funds of the library, including those derived from taxation, bequest, gift, and library fines and desk receipts, should be at the board's free disposal for library purposes, including the purchase of land and the erection of buildings. They should be received and held by the municipal authorities, and disbursed on voucher, with the same safeguards and under the same auspices as those required for other public funds.

(e) The library should be operated on the merit system, in the same way that the schools are so operated—not by placing the selection and promotion of library employees in the hands of the same board that selects clerks and mechanics for the city departments, but by requiring that the library board establish and carry out an efficient system of service satisfactory to the proper authorities.

The board should have entire control of its own working force and should initiate its own policies, including selection of sites and planning of buildings, its librarian being regarded both as its executive officer and as its expert adviser, to whom the choice of methods and the management of details are naturally left. He should be present at meetings of the board and may serve as its secretary.

We regard as satisfactory any body of law that will accomplish the results aimed at in the following sections, which your committee does not regard as couched in legal phraseology. Before being used in any state its provisions should be worded by a competent person experienced in drafting bills for the legislature of that state.

#### Section 1

Any taxing body shall have authority to levy a tax, not less than ——— mills on the dollar, for the support of a free public

library within its jurisdiction, and such tax shall be levied if so ordered by a majority vote of all voters at a general election, on petition signed by ——— voters.

Any governing or taxing body shall have power to provide, by annual appropriation, for the support of a free public library, whether or not a tax is levied as above provided, or to enter into a contract for library service with another governing or taxing body or with a private corporation already maintaining such a library.

#### Section 2

Any library supported as specified in Section 1 shall be governed by a board of not less than five or more than nine trustees (appointed as the legislature may provide), which board shall have the powers of a public corporation and shall perform all acts necessary and convenient for the maintenance and operation of the library.

The board may receive gifts and bequests, acquire and transfer property, real and personal, sue and be sued. It shall manage all libraries owned by the city and may contract with other public bodies within and without the city, to render library service, adding to its number, if mutually so agreed, one or more representatives of such public body. The terms of the members shall not expire coincidentally. Any member may be removed by the appointing or elective power for stated cause.

#### Section 3

All moneys collected for the use of the library, whether by taxation or otherwise, shall be in custody of the city treasurer and shall be paid out by him on vouchers duly attested by the board and audited by the proper city authority.

#### Section 4

All employees of the library shall be appointed and promoted for merit only, and the board shall adopt such measures as will in its judgment conduce to this end.

#### Section 5

If a gift is offered to the library on conditions involving the performance of cer-



tain acts annually, the municipality may obligate itself to perform such acts, by ordinance which shall not be repealed.

### Section 6

The Board shall submit an annual report of its work in detail, with its receipts and expenditures, to the tax-levying body.

Upon motion by Mr. Wellman it was voted that the above report be printed as a tentative report in the Bulletin.

Upon motion of Dr. Bostwick it was unanimously voted that the session of the Council on Thursday evening, June 26th, at which the topic, "The Quality of Fiction" is to be discussed, be thrown open to the members of the Association at large.

The Chairman called attention to the vote of the Council which was passed at the Asheville meeting in 1907, providing that privilege be given to members of the Council to reserve hotel rooms at the annual conferences in advance of the membership at large and stated that a number of members of the Association considered this action as undemocratic and as undesirable for the Council to continue.

Upon the motion of Mr. Thomson it was unanimously voted that this ruling be rescinded.

The following persons were appointed by the Chair as a Committee on nominations to nominate five members for the Council to be elected by the Council for a term of five years each: H. G. Wadlin, Josephine A. Rathbone, M. S. Dudgeon, Edith Tobitt, W. O. Carson.

Mr. Ranck presented a report of progress in behalf of the Committee on ventilation and lighting of library buildings and recommended that the Committee be continued, which recommendation, upon motion of Dr. Putnam, was adopted.

The report here follows:

### Report of Committee on Ventilation and Lighting

June, 1913.

To the Council of the A. L. A.:

Your special committee on ventilation

and lighting can submit at this time only another report of progress.

After the meeting at Ottawa the matter of having laboratory and other tests made in connection with the technical and scientific problems was taken up with certain industrial organizations with a view to the possibility of having them, in the interest of scientific knowledge, make the necessary tests for us, at no expense to the Association. Objection developed against this line of procedure, inasmuch as it was feared that less confidence could be placed in such tests when the organization making them (or if the persons making them were in the service of such an organization) had a commercial interest in the results of the tests.

Accordingly the effort was made to have the tests made by the Carnegie Institution of Washington, and also by the Russell Sage Foundation, both of which efforts failed. The matter was then taken up with the Department of Commerce, and we are hopeful that we may be successful in getting the national government to make these tests for us through the Bureau of Standards.

In the meantime the committee is continuing its investigations and experiments so far as the limited resources at its command will permit. In this further study the committee is strengthened in its belief reported a year ago to the effect that most of the ventilating apparatus now in use will have to be discarded as junk and that the whole art and practice of artificial ventilation will have to be entirely remodeled on a correct physiological basis, inasmuch as the present basis appears to be entirely incorrect.

We therefore recommend that the committee be continued for another year. If deemed advisable the committee could prepare a preliminary report of its findings for publication in the Bulletin of the Association. Such a report might be of immediate service to librarians.

As an indication of the committee's difficulties in this matter we may cite the experience of Prof. Brooks of the University

of Illinois who, after years of study and experience in illumination, feels less willing today to prescribe a lighting scheme than a few years ago.

Respectfully submitted,  
 SAMUEL H. RANCK,  
 C. W. ANDREWS,  
 W. H. BRETT,  
 E. H. ANDERSON,  
 ERNEST D. BURTON,  
 Committee.

Mr. Ranck made an informal statement regarding the irregular and unsatisfactory fire insurance rates which he had found many libraries of the United States were securing and recommended that this subject be investigated by the Council.

It was voted upon motion by Mr. Thomson that a committee of three be appointed by the chair to investigate the subject of fire insurance for libraries. The chair appointed as this committee M. S. Dudgeon, Chalmers Hadley and S. H. Ranck.

There being no further business the Council adjourned.

#### Meeting of June 26th

This session of the Council was conducted as an open meeting and was attended by many of the members of the Association at large. The president presided.

The nominating committee presented the names of Willis H. Kerr, Mary W. Plummer, Mary E. Robbins, John Thomson and Samuel H. Ranck for members of the Council for a term of five years each. Upon motion by Dr. Bostwick it was voted that the secretary cast a ballot for the election of these members, which was accordingly done.

The remainder of the session was devoted to a discussion of "The Quality of fiction," discussion being led by Dr. Horace G. Wadlin and Dr. Arthur E. Bostwick.

Dr. Wadlin spoke as follows:

#### The Quality of Fiction—I.

The question set for our discussion is not new. It seems to be always with us. By itself, I do not think it of much importance. It only becomes so as related to

the much larger question of the general purpose of the public library—what it is supposed to stand for in the community. All details of library policy revert to that, and the fiction question is, after all, a detail.

"The quality of fiction"—if I may paraphrase the words of a celebrated writer of it whose works still compete with the latest "best seller"—

"The quality of fiction is not strained. It droppeth like the gentle rain from Heaven.

It is, perhaps, thrice blessed; It blesseth him that writes, and him that prints and sometimes him that reads. 'Tis mightiest in the mightiest and—"

But I refrain from going farther. Beyond that point we reach debatable ground and I shall add nothing to the sum of human knowledge in that direction.

When your President asked me to open this discussion, he was kind enough to imply that the time had arrived when representatives of the larger libraries, at least, might speak with conviction on this question. And I suppose I was selected for the reason that the library for which I am responsible has, through circumstances not entirely within its control, acquired a reputation for ultra-conservatism in respect to purchases of fiction; a reputation for which it is entitled to little praise, if the result be thought meritorious and for which it should not be blamed if the results are condemned.

For it is well, always, to choose the good rather than evil in any line of action; to choose it, that is, because you love it. But, if you don't love it, it is fortunate that in the general plan of nature the good so surrounds us and hems us in, to say nothing of the consequences which follow the choice of evil, that, in any case, we can scarcely escape the choice of good.

With us in Boston, and I take it the conditions are not dissimilar elsewhere, the practical considerations of providing shelf-room for new accessions, of keeping the catalog within reasonable limits, the adequate provision for new books in other departments of literature, the constant in-

crease in our fixed charges due to the expansion of our work—these enforce the restriction of purchases of fiction within limits that may be deemed conservative, whether we particularly favor conservatism or not.

Therefore I speak with no pride of opinion based upon the policy of my own library, nor in criticism of the policy of others, nor with any hope of establishing a hard and fast rule. Criticism is frequently caustic and bitter. I would fain be persuasive and kindly. It is indeed my conviction that no invariable rule is possible on this matter or on other points of library policy. Certain principles hold, but the application of them must vary in different libraries, and must proceed in harmony with local environment. Any other course would result in a system, hard and mechanical, where it ought to be flexible, sympathetic and humane.

It is said that in some places it is necessary to placate public opinion by liberal purchases of light and harmless trifles, "bright and snappy" stories, "big heart-gripping" tales of the moment in order that the fountain whereon the library depends for its continued life may not run dry. If that be so, who am I that I should sit in the seat of the scornful, or pronounce judgment on my neighbor? Any librarian whose hand is thus forced has trouble enough without my adding to it with wild and whirling words. After all, such action is not without precedent—nay, we may go farther and say not without justification. Old Isaac Walton was not the first who angled successfully with a concealed hook, and he has his disciples in other than green pastures or beside still waters. But, speaking seriously, such bids for the popular approval that may result in enlarged appropriations have nothing to do with the quality of fiction, and carry no lesson for those in more fortunate circumstances, who are able to exercise a sane and untrammelled judgment.

Let us admit freely, that fiction as a branch of literature, is today important, not merely as a means of relaxation and

amusement but of inspiration and instruction. Whether or not that admission implies that a public library ought to provide an undue quantity of it is a question of logic, and to be logical when sentiment will more effectively carry your point is today fatal in the discussion of more weighty matters than the one we are now considering. There is, indeed, a form of printed matter even more frequently used than the novel for relaxation and amusement. I allude to that required in the great game of Auction Bridge, and one may gain instruction, perhaps inspiration from that, but public libraries so far ignore it. Although it has been suggested that a moving-picture annex, freely used by some millions to the same ends, might be profitably taken on, and unquestionably the suggestion has much to recommend it. At all events, that time may not be wasted in profitless controversy, I grant, at the outset, all that the most ardent advocates of fiction claim in its behalf.

And since it is asserted that many persons will read nothing but fiction, and that such reading is especially adapted to put new life into the tired shop-girl, to illuminate the social gloom that shrouds the proletariat, by taking him into worlds as unlike his real world as it is possible to make them, and to put a little more vitality into the merchant overwrought by too strenuous pursuit of the elusive dollar, why question its importance as at once a tonic and a sedative, a general promoter of bright days and peaceful dreams?

Of course, though many think otherwise, it is not undeniably the business of a public library to act as a pharmaceutical dispensary and to make persons read who might much better get a required physical stimulus in some other way. Mr. Dana some months ago put the reading of the classics into the limbo of out-worn tradition—put them perpetually "on the blink," if I may use language similar to that employed in fiction by Sewall Ford's popular hero—and Miss Corinne Bacon, in a brilliant paper which, if you have not read it, I commend to your attention, keenly

reminds Mr. Dana that it is not really necessary for any of us to read at all.

If, however, we dispute the unqualified benefits of fiction reading, it is the works of the masters which are used to overwhelm us—the recognized standard novels, quite modern some of them, for the production of good fiction did not stop with the death of Scott or Thackeray or Dickens—as if anybody questioned their influence or their power!

If I wished, on the other hand, to assume the role of Mrs. Partington, and seek to beat back the on-rushing tide of printed matter, all of which claims to be imaginative and romantic, I should need no better broom with which to attempt that forlorn and hopeless task than one made from the strands which Mr. Booth Tarkington, and others actively engaged in the production of fiction, supplied in the letters read from this platform Monday evening.

There is a trinity of things, frequently asserted, which I do not believe, that is, I do not believe them in my present state of mental development, though I trust I am still open to conviction.

First, I do not believe that everybody is entitled to receive at our hands the books they want, when they want them! I hear it put this way: The State or the municipality ought to provide any citizen who wants a book with the book he wants when he wants it.—A moment's candid examination will, I think, show that this is impossible, and it being impossible, we need not spend time in disputing the theory.

Second, I do not believe that we should buy the book of the day, and all the books of the day, irrespective of merit; or, as a critical journal once put it, "Buy the books the world is talking about—merit or demerit cast entirely aside."

The talk of the people, about the books of the day is, 99 per cent of it, if we may apply a quantitative measure to that which is immeasurable, pure gossip, fostered by more or less interested, or paid notices in the newspapers, and the reading of books which for the moment are made the

subjects of such gossip is of about as much real value to the average man or woman as was Mrs. A's inquiry after the health of Mrs. B's old man. Not that she cared anything about his health but the inquiry helped conversation. And when the book of the day rises above the plane of mere gossip its interest or value is frequently momentary. Two years ago, the cheerful idlers on summer hotel verandas were lightening the burden of persistent application to what, for want of a better term, is called "fancy work" by reading "The rosary." Last year, their affections were centered on "The harvester." This year—well, I refrain from advertising what is likely to be found there.

But surely most public libraries in these days of expanding opportunity, find it difficult enough to supply things which have higher civic promise in them, even in fiction, without stocking up extensively with that which is as evanescent as the foam on the wave.

Third, I do not believe—as some do—that the indiscriminate reading of fiction, even poor fiction, leads finally to the selection of better books. Once I thought so, and I know that my distinguished predecessor, Dr. Winsor, held that opinion. But, after some thirty years' intimate knowledge of a library (outside of Boston), not too large to permit the study of the peculiarities of individual readers, this seems to me delusive. If I wanted to promote good reading, I would not treat it as a pill to be sugar-coated. Good wine needs no bush.

Passing from the triad of things I do not believe I make one positive affirmation. Every public library should establish a standard. As a matter of fact, this is done now. For example, the works of Mr. Charles Garvice are seldom found on our catalogs nor those of Rev. Silas K. Hocking. These two among the most popular English novelists of our day, may be found on the shelves of the circulating libraries, and with several others almost equally well-known, appear among the miscellaneous attractions of the railway news counters; but not with us. Why? They are

clean, highly moral, in the accepted use of that word, and not without a certain literary merit. The answer to my query implies selection, in accordance with a standard.

I said some years ago on this subject, and have seen no reason to change my opinion, that while there are those who resent what they call "censorship" on the part of public libraries, nevertheless, simply because we are public institutions, we have responsibilities to the public, toward children, at least, and toward those of unformed literary taste.

Personally, I am not much afraid of the baleful effect of certain books usually condemned by moralists. Not every one who reads "The pirate's own book" will take to piracy on the high seas; and a quiet elderly lady of my acquaintance who reads rather more erotic French fiction than some would approve, still preserves, so far as I can see, modesty of demeanor, and, unless skilfully dissembled, an exemplary private life. I was myself, in my young days a persistent reader of Beadle's dime novels, which were of size to be readily concealed between Euclid and Andrews and Stoddard's Latin Grammar, well out of view of the censor. Oliver Optic was permitted to corrupt my young mind, and since I had an eclectic taste, I absorbed liberal doses of Sylvanus Cobb, Jr., Emerson Bennett, and Mrs. Southworth, writers almost unknown to the present generation. So far, I have escaped the penitentiary and the home for feeble-minded. But that does not justify the exposure of Burton's "Arabian nights" on open shelves, for which lapse of judgment we were once criticised by a reputable Boston paper, or prove that since life is short and art is long and one can not read everything, and some books are, from any point of view, better than others, judicious selection may not prevent lamentable waste of time.

Before selection is attempted, the amount available for expenditure should be fixed, and this should be determined by the income of the library and the proper relation which, within that income, pur-

chases of fiction should bear to other necessary expenses. The percentage will vary, I should suppose, with different libraries. Speaking for my own, it has by experience been determined at from 20 to 25 per cent of all expenditures for books. In a recent lean year, it dropped as low as 12 per cent, but in the last four years has ranged from 23 in 1912 to 25 in 1909. I include expenditures for replacements as well as for new fiction.

All theory apart, no more could have been spent without impairing the up-keep of other departments. As I have intimated, we are always confronted, to use Mr. Cleveland's phrase, by conditions rather than theories. I need not enlarge upon the character of those other departments. They are not for the use of the dilettante or the connoisseur. Contrary to an opinion that seems to prevail in certain quarters, we do not buy extensively, as one critical commentator put it, either "musty parchments or rare first editions in which not one person in 50 has the slightest interest or concern."

No. These departments provide for the scholarly use of a library which is at the center of a group of educational institutions accommodating probably 10,000 students. It is unthinkable to suppose that this work of education, of so much importance to our city, could go on without the aid derived from the library. And I need only mention the various special collections which have grown up from the beginning, which are drawn upon each year by students who come to us from abroad, and from which, on the inter-library loan plan, we lend annually to other libraries in the proportion of 1,200 to the 50 which we receive from them in return.

These phases of our work must be taken into account, just as similar considerations must be influential in any library, if a proper balance is to be kept of expenditures for fiction. And bear in mind that every dollar spent for fiction beyond the proper limit as set by a candid consideration of conditions and resources, no matter how insistent the demand—and it is well

known that the demand may be so insistent as to require, without satisfying it, all the money at your command—every dollar beyond this limit is a dollar drawn from students, from readers in courses, from work with the immigrant, if you have that problem, from work with children, from the artisan or mechanic who comes to you for the books that will add to his industrial efficiency, from your business men's branch, if one exists. The library cannot be made a mere depository for fiction. This should go without saying. It does not propose to include all good fiction in its purchases. The sum set apart can not all be used for new fiction, but must cover replacements. The library must also buy fiction in other languages than English.

As to the work of selection, I pass in rapid review our own methods, concerning which much nonsense has been written. We examine with care substantially every book in English that comes from the press, which any public library is likely to buy. Last year, which is perhaps typical, 890 different books in fiction were considered, including fiction for young readers. And every book was not merely examined by title, but was read and commented upon in our interest by at least 3 persons on the average.

Of course, no such thorough examination could be made by the library staff alone, and we have the services of a volunteer committee of readers not officially connected with the library. The committee does not supersede the critical opinion of the librarian or his selected staff officers. It does not even control. It merely aids by an analysis of the books and by such opinions, expressed on blank forms provided for the purpose, as show an outline of plot and treatment, and merits or defects as they appear, not to trained literary critics, but to average readers of some cultivation in different walks of life or on different social planes.

This committee was one of the excellent inventions of my predecessor, Dr. Putnam, and, shortly after its establishment,

it received wide attention from the press, for the most part based on complete misconception of its purpose and character. This resulted in creating an impression as different as possible from the actual, but which still persists, as the mother-in-law joke persists, or the young lady who plays the piano in the parlor while mother washes in the kitchen, or the stage Irishman and Yankee—stock material of the pseudo-humorists.

The genial "Librarian" of the Boston Transcript, who on Saturday is to tell you how to discourage reading, still has periodic visions of the "Censors of the Boston public library," just as more timid souls have created bogies out of Col. Roosevelt or other historic characters. But the committee has no power to "censor" anything, and the Boston public library has no "black list" nor has it in my time ever had to become a censor. It has to choose, and so far as possible within the exercise of fallible human judgment to choose wisely. It finds itself unable to buy some hundreds of as good books, perhaps better books, than it buys, but it censors nothing, being fortunately relieved of a duty from which I would myself not shrink in exigency, by the limitations surrounding its choice.

It is one of the curiosities of journalism, this rise of the legend of the Boston fiction committee. It started from a half jocose article wholly inconsequential, one would have thought, in a western paper from the pen of a little-known Boston space writer. Numerous excellent books not purchased were said to have been "tabooed," and the list went over the country like wild fire. None of them had been "tabooed," unless inability to buy is a taboo. Big head lines with Swinburnian fervor spoke of the "books banned in Boston." From the little daily papers, the matter spread to the big ones. The Times Saturday Review pointed out, after scanning some of the titles, that "in some New England minds exquisite pleasure was akin to wickedness," because of the supposed censorship of books not bought. The

committee was irreverently alluded to as the "body of spinster censors who since they were themselves virtuous had determined there should be no more cakes and ale." A critical literary journal feared that the committee desired "to form Boston's literary taste on too precious a model," and that since the majority of the readers were women, "the sense of power may have led them into arbitrary decisions." A New York paper, not unwilling to have a shy at Boston, said: "The committee takes an attitude untenable, Pharasaic, and what the enemies of Boston call Bostonese."

Harper's Weekly, a journal of civilization, expressed curiosity about the committee: "That the majority of them are young, we know, because they are not married. But are they red, white, or blue stockings? Do they approve of straight fronts? Do hoops still gallop in the East wind?" Drastic comments were received and appeared in print from other librarians. Mr. Legler's predecessor, entirely in good faith, fell with the rest. He said he had been told that in Boston they sent new novels to club women and received their opinions on slips of paper. He imagined that a good dinner would have something to do with such reports.

The St. Louis Globe Democrat had a word of commendation, although equally misled as to the grounds of praise. It said: "The literary lines are drawn as sharply and perhaps as arbitrarily as the social ones. Yet this New England trait of severe selection is a blessing to the country, and has leavened its crudeness from ocean to ocean. Puritanism has been more or less a critic of the rest of us, but the criticism has done good. \* \* \* There is doubtless good reason for the rejections made." But the New York Sun which still shines for all, said: "The city was so terribly agitated over the wicked censorship of fiction at the library that the reading committee is doomed to become an extinct institution."

All of this is ancient history, and I only recall it as showing, in little, the growth

of a popular myth. The committee as an institution still lives. It has always been representative. As the Bookman once said of its lists of best sellers, so, in dealing with the reports, we are not under the impression that we are pointing solemnly to stupendous critical opinions. We do not even claim that every individual report is actually accurate and unbiased. But we do believe that collected and weighed, they are unbiased and accurate in the bulk. The committee in its membership is subject to frequent changes. It is, as I have said, free from library influence. Its members are appointed by the committee itself and we neither approve nor cancel appointments. At present there are 27 members, men and women, married and unmarried, (10 unmarried ladies comprise the spinster element), Protestants and Catholics, French, German, Spanish, as well as those to whom English is the mother tongue.

They are all fairly intelligent, not illiterate of course, but not offensively scholarly. They include artists and teachers, several literary persons, at least two authors of repute, a business man or two, two physicians, and so on. This analysis shows the representative character of the committee; that it is made up with breadth of selection. Its verdict is not conclusive, and aims to reflect only the opinion which readers of intelligence would form after careful reading. Other factors are always taken into account in determining whether or not a book shall be bought. Necessarily, many current novels approved by the committee are not bought. Frequently novels are bought which the committee did not approve. But the experience of several years has shown that nearly all which for various reasons we have found it impossible to buy have failed to demonstrate their right to live for even a few brief months. The demand for some of them was insistent for a short time. Now, their very names are forgotten. If we had purchased a considerable number of them, the money, so far as present demand is concerned,

would have been wasted. It may be fairly said, however, that we have bought meantime, so far as our resources permitted, a fair representation of the best fiction, that which is likely to remain in constant request. Our supply of standard English fiction is large, perhaps 50,000 volumes, and is constantly replaced as the books wear out. We are liberal in providing good fiction for the young. Were our funds enlarged, we could undoubtedly use a larger number of copies, especially in branch and deposit work, but, as I have made clear, we cannot expend a larger amount of our money in this way without impairing the growth of the library in other important directions. Whether or not you approve the method that we find helpful, some plan of selection must be adopted since choice is imperative.

Of course, it would be possible to buy two copies of 500 different books, or, as at present, perhaps 10 copies of 100 books; the expense would be the same in either case. But in the first instance the chances of a borrower getting a copy of any book selected would be much reduced in comparison with his chance of getting one under the more limited range of titles. Of course, also, under the first plan, the library would be free from the impression that many novels had been "banned," but the public advantage is greater under the present system.

I have already taken too long. If you find anything in our plan helpful, I shall be glad. At any rate, I hope I have done something to lay the ghost of unreasonable censorship which some of you may imagine hovers over the Boston public library. We have our faults in Boston, but not that.

Let me take a moment in summing up. Every librarian must determine for himself how much money he ought to spend for fiction, under his own local conditions, within his own resources. He should try to keep a proper proportion in this expenditure, not as measured in Boston or elsewhere but in that little corner of the earth where his own library is placed. This is

a personal matter, not one of invariable mathematical relations.

Having done that, he should establish a standard and select with reference to it. Not my standard—it may not fit the case—but his own. And this too, like most library functions, is a personal matter. It will depend largely on what the librarian is trying to do with his library. For a library should not be a dead thing. It should have a vital relation to the particular community in which it is placed, and fit it as the glove fits the hand. Through the books we circulate we are directly influencing the men and women we reach; not for their personal benefit or enjoyment only, or to satisfy only their individual tastes or desires; but that they may become better fitted for their civic duties, may become happier, more intelligent, more hopeful in their human relationships.

It is not the book that you give John Smith for the benefit of John Smith only, that counts, but the book that makes John Smith of greater benefit to the community. That sentence, which I quote in spirit if not in exact words from our colleague, Dr. Richardson, expresses the reason for being of the public library, the only justification for the maintenance of such libraries by general taxation. Whatever books contribute to that end are the books that should be bought.

There is nothing in the book itself as it lies on the shelf. It is neither moral nor immoral nor of any other intrinsic merit or demerit. "Three weeks," 12 copies of which a commercial circulating library in a small city near my home kept in constant circulation for a year, is as good as another in that inert position. But books in contact with the soul of humanity are no longer dead things. They have something of that vital quality which gave them birth, as Milton long ago said.

It is sometimes as much our duty to restrain readers as to stimulate them, and a large circulation per capita without regard to the character of the books circulated, is as apt to be a sign of the inef-



iciency of a library, as it is a thing to be emulated.

This is not a recital of platitudes nor does the subject call for beautiful phrases about the ideals of the librarian's profession. On the contrary, it concerns practical results in return for the tax-payers' money, which comes hard enough at best. It is no heart-breaking matter whether you buy and circulate 50, 60 or 70 per cent of fiction. If you bring your percentage down from 70 to 50, that of itself may not mean improvement. But it is heart-breaking if you fail to get the books best adapted to secure the results I assume you are trying to obtain and which you ought to obtain in your own community.

It may be that what Mr. Dana once facetiously called the "latest tale of broken hearthstones" is just the thing to give a fillip to the dormant sensibilities of your patrons—to make them sit up and take notice lest cracked hearthstones become fashionable in your vicinity. I do not know. But this I know. You should settle that point with your own conscience, and when you have settled it, go on, and do not apologize. In the long run your sins whether of omission or commission, will find you out. On the other hand, believe me, virtue in this field as in others, will bring its own reward, and the reward of virtue is about the only one any librarian can reasonably expect.

Dr. Bostwick was called upon to continue the discussion and spoke as follows:

#### The Quality of Fiction—II.

The two things that it is necessary to take into account in selecting literature are its form and its content. The former largely determines the literary value of a composition; the latter its practical usefulness. Poetry and prose are the two great basic forms into which all literature is divided. Narrative may be cast in either form and when that narrative is untrue we call it fiction. In the usage of most of us the word is restricted to prose. Fiction, therefore, is not so much a matter of form as of content, or rather of the quality of

content. Of two books telling of the lives of the same kind of persons in the same way the mere fact that one is true and the other not would class one as biography and the other as fiction.

Of what importance is the fact that of two bits of narrative, one is true and the other is untrue? That depends on the purpose for which the narrative is to be used. If we desire an accurate and orderly statement of facts, the true narrative is the only one of value. On the other hand, the facts, not of the narrative but incidental to it, may be true in the fiction and false in the biography. From the standpoint of the seeker of recreation, the fiction is generally, although not always, more interesting. The writer has the advantage of being able to create the elements of his tale and control their grouping, as well as regulate their form; and in addition he knows that he must be interesting to secure readers. Unfortunately, historians, biographers and travellers have generally too high an opinion of their functions as purveyors of truth to stoop to make it interesting.

As regards literary value, of course the mere truth or falsity of the narrative can have little to do with this; yet I believe, as a matter of fact, that fictitious narrative has literary value oftener than true narrative; for the reason offered above, that writers of truth consider it beneath their dignity to garnish it, like those fatuous dieticians who believe that so long as we take so much proteid and so much carbohydrate we need not worry over forms and flavors. Now I am supposed to be telling you about fiction and about the propriety or impropriety of including much of it in libraries, but I think you see that I am sidling toward the statement that I think we need not consider fiction at all, as fiction, in this connection. The reasons for rejecting fiction, when they exist, have nothing whatever to do with its being fiction, and would apply to non-fiction as well. If a biography purporting to relate the events in the life of Oliver Cromwell is full of errors, that is a reason why it should not stand on your library shelves. If a novel, pur-

porting to give a correct idea of life in Chicago, succeeds only in leaving the impression that the city is peopled with silly and immoral persons, that is equally a reason for rejection. If a history of the Italian Renaissance is filled with unsavory details, these might exclude it, just as they might exclude a novel whose scene was laid in the same period. The story of a criminal's life, if so written as to make wrong appear right, might be rejected for this reason whether the criminal really existed or not. A poor, trashy book of travel should no more be placed on the shelves than a novel of the same grade. And if our book funds are limited we can no more buy all the biography or travel or books on chemistry or philosophy than we can buy all the novels that fall from the press. I do not deny, of course, that any or all the reasons for rejection that have been adduced might be overbalanced by others in favor of purchase, and they might be so overbalanced in the case of fiction as well as in that of non-fiction.

In other words I should not buy a book because it is fiction, or turn it down for the same reason, any more than I would buy or fail to buy a book because it is biography or travel. I say I should not do this any more in one case than in another; I might want to do it occasionally in both. But I believe that the more we forget the mere issue of fiction versus non-fiction and try instead to draw the line between useful books and harmful ones, wise books and silly ones, books that help and books that hinder, books that exalt and those that depress, books that excite high emotions and books that stir up low ones—the sooner we shall be good librarians.

Following Dr. Bostwick's remarks the subject was thrown open to discussion by members at large.

The chairman said that at his request some very interesting facts had been extracted from the annual published statements in Publishers' Weekly, respecting so-called best books of the year. These statements showed that many of the books which were leading books of particular

years, ten, fifteen and eighteen years ago, had absolutely disappeared from the list of books which are now in current favor. Some of these books were found to be unknown to those who are now engaged in book selection.

Replying to the question as to the percentage of fiction of books bought by public libraries in Canada, Mr. W. O. Carson of London, Ont., stated that in his library the percentage of fiction ran from twenty to twenty-five per cent and he thought that was a fair average for other Canadian libraries. Mr. Carson said that the Ontario government bases the government grant on the amount of money expended on books and they give no grant on fiction if it exceed more than forty-five per cent of the amount expended on other books, so in the majority of the small libraries, they do not expend more than thirty per cent on fiction for fear of losing a government grant on anything that exceeds that amount. Replacements are included in this percentage.

Dr. Steiner said that a number of years ago Mr. Ranck and he prepared a paper on replacements and their attention was called to the very large proportion of expenditure for replacements which had to be used for fiction and that this was particularly noticeable in a library of some age, as in the case of the Enoch Pratt Free library of Baltimore. The speaker thought it should be borne in mind in connection with the purchase, whether the amount expended was mostly for current fiction, mostly for replacements, whether a new branch was being stocked or whether a library was being stocked which had not been sufficiently provided previously with standard works. The exact proportion of fiction in any one year should be governed by these three factors, if not by others. Dr. Steiner said that their library last year wore out in round numbers about 7,000 books, of which at a rough guess at least six-sevenths were fiction. They replaced about 5,000 books including most of the non-fiction books, leaving from 1,500 to 2,000 volumes in fiction which were at-

lowed to expire by limitation. In every case where a book wears out, the circulation department reports whether that book is regarded by them as being worthy of replacement and if the book be not a duplicate but is an original copy the recommendation is always brought to the librarian, who occasionally overrules the decision of the circulation department in the case of original copies, but so far as duplicates are concerned, the opinion of the circulation department is absolutely accepted.

Dr. Andrews said he had found it very useful in the work of selection to discriminate between those books the library does not intend to buy at present and those which it will not accept even as a gift, and that in fiction it might be especially valuable to have some line of exclusion. He asked whether the chairman or Miss Bascom could recall what is the proportion of comparison between the recommendation of the Boston book committee as read by Mr. Wadlin and that of the A. L. A. Booklist.

Miss Bascom replied that as she recalled it for 1912 of about 1,000 novels published about 140 were included in the Booklist, adding that she supposed that the greater number of the entire output were read.

The chairman said that from figures which he had caused to be compiled, it was found that in this country and Great Britain something like 80,000 titles belonging to the classification of fiction had been printed since 1882 in this country and 1880 in Great Britain. Mr. Wadlin said that the A. L. A. Booklist contained titles of fiction which the Boston public library had not bought simply because they could not, having bought other things instead. Local conditions govern their book selection to a considerable extent.

The question being raised whether librarians experienced any considerable pressure brought to bear upon them to purchase certain books, the opinion was expressed by Mr. Ranck, Mr. Wadlin and others that this pressure was not nearly so great as one might think would be the case, that those demanding the purchase of a certain

book were reminded that the library had a limited income and that the question of selection always had to be very carefully considered and that books not purchased were not necessarily excluded for any other reason than lack of funds.

Representatives of the library schools being asked to what extent the lectures given in library schools were intended to exert an influence either for or against the wide purchase of fiction, Miss Hazeltine of the University of Wisconsin library school, said it was their effort to teach the students to buy the best books with the money at their disposal—those of the best literary value—and to buy many duplicates of the best fiction.

Dr. Bostwick said that those libraries that have pay collections of duplicates ought to state whether their reports include the pay collections of duplicates or not and what relation this collection bears to the original copies. In St. Louis it is the tendency to buy rather a small number of copies of each work of fiction for regular use and put these books as far as possible into duplicate collections. The pay collection of duplicates in St. Louis varies very much. In three of the branches it has not even been begun, the librarians of these branches reporting that there is no demand for it. In two branches it is very popular and in the central library fairly so.

Dr. Hill thought it was not wise to give a smaller number of copies to the public for free use than to the department where pay is requested. It seemed to him that the public should have just as many copies of a book as those who can afford to pay one or two cents a day. In Brooklyn they give the same number of copies to the free circulating department as to the duplicate pay department. Dr. Hill said the Brooklyn public library last year spent for replacement, juvenile and adult, \$50,000 out of the \$80,000 which was spent for books, or something like 60 per cent for fiction both new and replacements.

The chairman said he was much interested in a statement printed in Collier's about two or three years ago in which was

enumerated the result of the publishing activities of the father of the present publisher, who started the line of inexpensive editions of Dickens, Scott and others of a similar character. It was noted in that summary that the firm had sold in this country seven million copies of the works of Charles Dickens and four or five million copies of Scott's works, not individual titles, but the complete works of those authors. This means of course that a surprisingly large number of the best novels by these writers must be in the homes of the people who use the public libraries and that these people use the libraries to supplement their own private collections. Consequently, no particular conclusions can be drawn as to the actual character of the reading done by these people from the fact that books they get from the public libraries are mostly the quality of fiction which is put out at the present time.

Mrs. Sneed said there was one rule for the selection of fiction which she generally gave to her library school class every year. This was the rule of Henry van Dyke: A book of fiction is really worthy to be bought if it has not given an untrue picture of life, if it has not made vice attractive or separated an act from its consequences. The speaker thought that if this rule was applied in reading one would not go so very far astray.

Mr. Bishop said he had been greatly interested in the last five years in the selections made by the public itself. The Library of Congress receives, of course, all the copyrighted fiction and places one copy at least of practically every book of permanent value upon its shelves. After the temporary agitation of the immediate advertising is over the public itself goes back to lines that are surprisingly good in every way.

Mr. Gould said that Mr. Dutton, the publisher of Everyman's Library, recently told him that he had now sold over one and a half million copies of the books in Everyman's Library, which was a good indication of the market found for standard works.

Mr. Jast, the English delegate, being called upon by the chair, contributed also to the general discussion, after which the session adjourned.

#### Meeting of June 28th

A meeting of the Council was called to order by President Anderson immediately after adjournment of the conference.

The following resolutions were received from the Government Documents Round Table and were read and adopted by unanimous vote.

The following resolutions were passed unanimously at the adjourned meeting of the Documents Round Table, Friday, 12:15 p. m., when the Special Committee on Resolutions, consisting of Miss E. E. Clarke of Syracuse University, Mr. H. J. Carr of Scranton, and Mr. H. O. Brigham of Rhode Island, appointed at the regular meeting on Thursday, reported as follows:

WHEREAS, The American Library Association desires to express the appreciation of its members respecting the efficient work that has been and is being done for libraries by the office of the Superintendent of Documents, nevertheless it recognizes the many hampering features that still control the issue and distribution of public documents. Believing that these features can be materially lessened, therefore

BE IT RESOLVED, That this Association approve and urge the early enactment of Senate Bill 825 entitled, "An Act to amend, revise, and codify the laws relating to the public printing and binding and distribution of Government Publications," now pending before the Sixty-third Congress; strongly recommending, however, that the parenthetical exception now included in the first proviso of Section 45 of said bill be stricken out so that the annual reports of departments shall not be treated as Congressional Documents.

BE IT ALSO RESOLVED, That this Association repeat its former recommendation urging that the text of all public bills upon which committee reports are made, shall be printed with the report thereon.

GEO. S. GODARD,

Chairman Documents Committee.

The following report was made to the Council by Dr. Andrews in behalf of the Committee on affiliation with other than local, state and provincial library associations.

Your Committee on affiliated societies respectfully report that they have proceeded in the way proposed and approved by the Council at its meeting in January. They regret that circumstances have prevented them from presenting a final report but they believe that substantial progress has been made.

In May the Committee sent to the presidents of the four affiliated societies the following letter:

"The Council of the A. L. A. has appointed a committee to formulate the relations which should exist between the Association and affiliated associations other than state, provincial, etc., in return for the privileges accorded them. The committee understand that this action was taken largely because one or two of the societies had expressed a desire to contribute toward the expenses of the Association. This desire was duly appreciated by the council, who felt that it would be well to take definite and formal action. The committee propose that hereafter these privileges shall not be extended to other than affiliated societies without formal vote of the council, except that the program committee will be authorized to do so for the first meeting of any newly-formed society. They propose to recommend, also, that the present provision shall be continued,—namely, that each affiliated society shall meet with the Association at least once every three years. They also expect to recommend that some contribution towards expenses be required, but wish that the manner and the amount of the assessment be determined after consultation with the societies, and have asked that I secure an expression of your opinion on these points. They would consider the amount suggested by one of the societies,—namely \$25.00, as a maximum. The grounds for such a contribution are evident, but it may be well to state them as follows:

"1. Participation in the special railway accommodations.

"2. Provision for rooms and meals at reduced rates.

"3. Provision of rooms and time for meetings.

"4. Participation in the activities of the meeting.

"5. Printing programs, announcements in the Bulletin, and assignment of 15 pages in the Proceedings.

"The cost of preparing for and holding a convention is about \$500.00, that of the

Bulletin and Proceedings, including editing and distributing, about \$1,500.00. Provision of hotel rooms and travel facilities is not a matter of money, but frequently involves disappointment to individual members who apply too late.

"As stated already, the committee have not agreed on any amount or method. They have considered a flat amount of \$15.00 to \$25.00, one dependent on the number of members in the society, who are not members of the Association, and one dependent on the number of such members who attend.

"Personally, I think the logical method would be a combination of the first and third, and suggest that there be an initial amount of \$10.00 or \$15.00 and an additional charge of 50 cents or 25 cents for each member attending who is not a member of the Association. Of course, this additional charge will not be asked for official delegates of libraries who are members.

"Kindly let me have an expression of your opinion on this subject at your earliest convenience and oblige

"Yours truly,

"(Signed) C. W. ANDREWS."

They have just now received replies from all and formal action has been taken by two. All, though perhaps with varying degrees of cordiality and readiness, recognize the justice of the proposed arrangement. There is quite naturally some variance in their suggestions as to the proper amount of the contribution to be made and the method by which it is to be computed. The committee desire to consider carefully these suggestions and to reconcile their variations as nearly as possible. They would like to discuss them in a personal meeting of the whole committee, as well as by correspondence, and hope that the winter meeting of the council will afford them an opportunity to do so, and to formulate a by-law for the consideration of council.

They therefore submit the foregoing as a report of progress.

For the Committee,

C. W. ANDREWS.

It was voted that this report be received as a report of progress and further consideration be referred to the mid-winter meeting in January, 1914.

Adjourned.

## AGRICULTURAL LIBRARIES SECTION

(Round Table, June 27, 1913, 2:30 p. m.)

Mr. Charles R. Green, librarian of the Massachusetts Agricultural College, was acting chairman of the meeting, which was an informal one without a regular program. Miss Emma B. Hawks, of the U. S. Department of Agriculture library, acted as secretary. The subjects for discussion were (1) Catalog cards for agricultural experiment station publications and (2) The indexing of agricultural periodicals.

Mr. C. H. Hastings first spoke briefly in regard to the printing of cards by the Library of Congress for the publications of the state agricultural experiment stations. Cards have already been issued for the Illinois and Indiana station bulletins, the copy being supplied by the university libraries. Before going on with the work for the other stations, he thought it desirable to consult with the Office of Experiment Stations in regard to a plan of co-operation by which the same card might be used both for the Library of Congress cards and for the "Card index to experiment station literature" issued by the office. It would be much more economical to have only the one card printed, if possible. Miss E. B. Hawks expressed doubt as to whether such an arrangement could be made, inasmuch as the form and purpose of the Office of Experiment Stations card index differ so widely from those of a dictionary catalog. Mr. Hastings thought that it would do no harm to make the attempt and said that he would consult with the librarian of the Department of Agriculture and the director of the Office of Experiment Stations in regard to it. If such an arrangement can not be made he thought the Library of Congress would be willing to print separate cards, having the copy supplied by the station or college libraries, if they are willing and able to do the cataloging.

Mr. H. W. Wilson then spoke in regard to the publication of an index to agricul-

tural periodicals. He stated that he has had a good many demands for such an index and has delayed adding any agricultural titles to the Industrial Arts Index, because it may be better to have a separate one. Those who have written to him about it have almost always expressed a preference for a separate index. Miss Hawks asked whether some titles might not be included in the Industrial Arts Index now, and then removed if a separate agricultural one were begun. Mr. Wilson replied that there was some likelihood of the Agricultural Index being begun next year, in which case it would hardly pay to do anything with the agricultural literature before this. There was some discussion as to the scope of the index. Mr. Wilson said they would wish to include only journals of national standing. Mr. C. R. Green thought that there were not more than about six of these. Mr. H. O. Severance thought there would be many more than this, including papers devoted to special phases, as poultry, bee keeping and stock raising. Dr. C. W. Andrews doubted whether the farm papers were worth indexing. He thought that the matter was rarely original, but that the articles of value are worked up from Station and Department of Agriculture publications. Mr. Wilson said he had had more demands for an Agricultural Index lately than for an index of any other subject.

Inquiry was made as to how many subscriptions would be needed to justify the starting of a separate index. Mr. Wilson could not say definitely. There might be two plans—one, the division of subscriptions among subscribers. The basis for the Industrial Arts Index was 20 cents a title—40 cents for a weekly. The other plan is a sliding scale of charges by which a library having a great many of the periodicals indexed pays a higher price, thus enabling the smaller ones to pay something but not a higher price than they can afford

for the service rendered. Mr. Wilson stated that he was willing to go to the expense of a referendum to find out the wishes of libraries on this subject, with a view either to the starting of a separate index or the incorporation of some agricultural journals in the Industrial Arts Index. If the idea of a separate index is abandoned, he would almost certainly add some titles to

the Industrial Arts Index. Mr. Green thought that he might count on active support of the Department of Agriculture library and all the agricultural experiment stations. He was not sure what further support there would be. Mr. Wilson thought the demand would probably be an increasing one.

Meeting adjourned.

## CATALOG SECTION

### FIRST SESSION

The first session of the Catalog Section was held Wednesday afternoon, June 25th, the chairman, Miss Harriet B. Gooch, of the Pratt Institute school of library science, presiding. As the minutes of the last meeting had been published, their reading was omitted.

The report of the committee on the cost and method of cataloging was called for, in response to which Mr. A. G. S. Josephson, Chairman of the committee, stated the present report was but a preliminary one, to be followed by a final report next year. The Catalog Section took no action on the report since the committee was appointed by the Executive Board of the Association, not by the section.\*

Miss Gooch then stated that the discussion for the afternoon was the administration of the catalog department considered first in its relation to the other departments of the library, and second as to its management of its own affairs looking toward simple, inexpensive and rapid methods of work. She explained that the discussion was concerned with library systems consisting of a central library with a number of branch libraries, and was to be treated both from the librarian's and from the cataloger's point of view.

The discussion was opened by Mr. F. F. HOPPER, of the Tacoma public library.

\*The report and questionnaire is printed in connection with the minutes of the Executive Board.

### ADMINISTRATION OF THE CATALOG DEPARTMENT FROM A LIBRARIAN'S POINT OF VIEW

In the reorganization of our libraries, in the adoption of modern progressive and simplified methods, in the effort to develop and improve service to the public, the catalog department has tended to be drawn out of relation to the other departments, to become in a way isolated, and as a result its efficiency has been impaired. The attention of librarians has been given to other phases of library activities and therefore they know less about the catalog department than any other. Undoubtedly the technicalities of the cataloging process make it most difficult for librarians to grapple with, but all the more carefully should we consider ways and means of increasing the efficiency of the process, relating the work more closely to changes in other departments, and studying methods of possible simplification of the routine mechanical work that seems to have largely increased of late.

In one of Mr. Carlton's reports to his board of trustees, he uses these words: "It has often seemed to me that in library administration the catalog department was much like the police department in municipal administration. It is frequently under investigation; it is constantly being reformed; its defects are felt in many other departments; and its heads are always changing as one after another breaks down or fails to achieve impossible results."

Surely such an unsatisfactory and un-

wholesome condition is not without remedy.

If I can not presume to submit a definite plan of reformation, perhaps I may at least attempt to suggest possible lines of investigation for each librarian to pursue.

#### 1. The catalog room.

In the modern organization of work, the first care is to provide work-rooms in which the highest efficiency may be maintained. Scientific investigation shows the extravagance of conditions which retard speed and multiply unnecessary motions, which do not provide adequate light and air and proper colors to conserve strength, arrest fatigue and support the energies. In planning buildings we properly endeavor to bring the catalog department into the closest possible relation with the order department, the book stack and the reference department, to save steps which mean time and money. My observation is that frequently there is not the same care exercised in planning the room itself as there is in locating it. Often it is too small, so that work clogs up, books must be shifted too often (an expensive process), too many corners must be turned in getting about the room and the assistants impede one another's progress. On the other hand, a room may be so large that time is wasted in getting about it. To be sure this is a rare fault. I have seen cataloging rooms admirably placed for convenience of access to stack, reference room and order department, and really adequate in size, but so devoid of light and air that even a hardened devotee of our reading rooms would fear to enter such a place. Plenty of windows, if possible on two sides of a room, and ample indirect artificial lighting are just as important for the efficiency of the catalog department as like facilities for the public reading rooms.

#### 2. Relation of catalog department to other departments.

When friction develops between two departments (of course it never does; this is merely a hypothetical case), my observation is that the catalog department is pretty likely to be a party to the affair.

Why? Simply because as organization within libraries has developed, the catalog department has been left more and more to its own devices. In the departments working with the public, the tendency has been to complexity of organization, perhaps, but still to elimination of detail, simplification of method, the sacrifice of theory to practicality that the public may have the feeling of freedom and ease and be given the quickest and best service with the least red tape. During this process the catalog department has continued to develop theory unchecked by daily strenuous contact with the busy borrower, to increase routine and mechanical work, still opaque to the searchlight of scientific investigation from outside the department. You need publicity, but all you ever get is pages and pages of blasts against the poor old battle-scarred, but more-or-less-still-in-the-ring accession book, which in nine cases out of ten belongs to another department anyway. The illuminating power of publicity for the devious ways of cataloging and the development of a better spirit of co-operation, are to be obtained perhaps best of all by the establishment of entirely feasible definite relations between the departments. As Miss Winsor will develop this topic, I will leave it here, simply remarking that in my experience the opinions of one department about the organization and detail of another department are frequently of the utmost value, but rarely the opinions of other departments about the catalog department, whose problems are not understood.

#### 3. Organization of the department.

##### (1) General type of organization.

The development of the modern elaborate systems of scientific management in the various forms of industry has for the most part superseded the best type of ordinary management known as the "initiative and incentive system." Under the old system success depends almost entirely upon the initiative of the workmen, whereas, under scientific management, or task management, a complete science for all the



operations is developed, and the managers assume new burdens, new duties and responsibilities. Having developed the science, they scientifically select and then train, teach and develop the workmen. The managers co-operate with the men to insure all the work being done in accordance with the principles of the science which has been developed. The work and responsibility are almost equally divided between the management and the workmen. The combination of the initiative of the workmen and the new types of work done by the management makes scientific management so much more efficient than the old way.

"All the planning which under the old system was done by the workman, as a result of his personal experience, must of necessity under the new system be done by the management in accordance with the laws of the science."\* One type of man is needed to plan ahead and an entirely different type to execute the work. Perhaps the most prominent single element in modern scientific management is the task idea. The work of each workman is fully planned in advance by the management and the man receives complete written instructions, describing in detail the task he is to accomplish, as well as the means to be used in doing the work. And the work planned in advance in this way constitutes a task which is to be solved by the joint effort of the workman and the management. This task specifies not only what is to be done, but how it is to be done and the exact time allowed for doing it.

It is said that "the most important object of both the workmen and the management should be the training and development of each individual in the establishment, so that he can do (at his fastest pace and with the maximum of efficiency) the highest class of work for which his natural abilities fit him," but it is nevertheless true that to some extent scientific management contemplates the selection of the workman best fitted for one particular

task and keeping him at that task because he can do that better than any other. Within the narrow domain of his special work, he is given every encouragement to suggest improvements both in methods and in implements. In the past the man has been first; under modern methods the system is first.

I have attempted to summarize some of the principles of so-called scientific management, because in the organization of our cataloging work definite principles of any kind of management have rarely been evident throughout, and if we are to observe accurately the system of this department, and study it with a view to possible improvement, we must test its work by some existing scientific standards.

The science of cataloging has been pretty fully developed, and at least its technique is taught in our professional schools. Therefore it may be assumed that we are now reasonably conforming to the first ideals of scientific management when we select with due care for the headship of our catalog departments and for the more important positions, those trained in the principles of the science. I personally believe that the principles of scientific management should be actively employed by the head cataloger in the definite planning of the work of the individual, in the testing of the speed and accuracy of the individual for a special task, and in the insistence that speed for each task shall definitely conform to careful but easily made tests of the amount of time that should be consumed in performing the task. There are plenty of results of experiments in other lines of work which show that the output is increased, the cost lessened, by the constant planning and supervision and co-operation of the head of the department, and consequent abandonment by him of a corresponding amount of special detail work of his own that he heretofore may have done.

But now I must register an emphatic exception to the application of the exact principles of scientific management to a catalog department.

\*F. W. Taylor, "Principles of scientific management."

I believe the principles of scientific management as developed for the organization of industry and business, should undergo a distinct change or be abandoned entirely in their application to one most important phase of the organization of a catalog department. Scientific management does consider the health and comfort and freedom from fatigue and efficiency of the individual, but always with a view to the effect upon a particular task and upon increased output at reduced cost. In other words the emphasis is placed on the task, not at all on the broad development of the individual. In library work, human sympathy, a broad point of view, the fullest possible development of personality are of the utmost importance; esprit de corps, the spirit of loyalty and co-operation are of more importance than a particular task. I assume that needs no argument. Scientific management, fully applied, would, it seems to me, defeat this vital purpose of library organization, and would more effectually differentiate and isolate the catalog department than is already the case in many libraries.

This leads to some illustrations of my meaning by

(2) Some practical considerations of the organization.

I do entirely believe in a distinct and complete organization of a catalog department, not in the system some libraries use in having a department head, but without assistants definitely and wholly assigned to the one department. It is my observation that to insure quick, accurate, consecutive and thoroughly efficient work, not only must the department head devote practically her whole time to the one job, but at least enough assistants also, to insure continuity of work. I am not in favor of the head of the department being part of the time assistant in the children's room or even in the reference room. Such a plan is altogether too extravagant. The manager of a department needs to give undivided attention to the supervision of the work of the department. The head of the department is constantly brought di-

rectly in touch with the general administration of the library and with other department heads, and a possible tendency to narrowed point of view is thus checked to some extent. There are also some assistants who are naturally fitted to the work of the catalog department and not at all to meeting the public. If we secure an assistant evidently suited for catalog work, but for no other, we should bend all our energies to making her the most efficient possible cataloger, and not deprive the catalog department of her constant services in order to make a vain attempt to develop other sides of her personality and give the public poor service in the process. In my judgment, in a library cataloging from 25,000 to 35,000 volumes a year, a head cataloger, a first assistant, and probably at least two other assistants should give their whole time to the department and so form the backbone of the organization. To this part of it the principles of scientific management may be thoroughly applied.

My idea of the necessity for divergence from those principles comes when we consider the need for the development of some members of the cataloging staff by other sides of library experience, and also when we consider the importance of mutual understanding and co-operation between the departments. All librarians experience difficulty in obtaining assistant catalogers because a candidate is very often reluctant to devote herself wholly to the routine operations of the catalog department. In many such cases, it would be possible to secure an excellent part-time assistant for the catalog department, if we would offer work for part of the day in a department dealing with the public. In this way we would achieve a double purpose. The experience of all librarians, I am confident, will indicate the inestimable advantage to the point of view of the catalog department and to the catalog itself if some one of considerable importance in the department gives a part of each day to reference work, and another assistant a part of each day to the loan department. I think it is

not so important that a cataloger devote some time to work with children, and it is also true that such an arrangement is rarely of value to the children's department, where special qualities and training are all-important. On the other hand, it is desirable that someone with the training and experience of a children's librarian, give to the catalog department time for the assignment of subject headings for the children's catalog. The work of the catalog and order departments is most closely related and yet it is my experience that misunderstanding between those departments is not infrequent. An assistant whose time is divided between the two should and does work to the advantage of both departments. With the exception of the one representative from the children's department, I do not believe that the possible advantage gained by having assistants from the departments which deal with the public give part time to cataloging, by any means equals the loss of efficiency attending the change from one manager to another or the loss in the work itself, for it is unusual that one assistant should do equally high-class work in two such distinct fields. I know that some say that the majority of really good desk assistants possess the education, the clear and discriminating mind, the accuracy and resourcefulness of the good cataloger and are of value in the catalog department. Also it is true that the suitability of each assistant for each department would of course be considered when interchanges are arranged. Nevertheless it is my observation that excellent desk assistants ordinarily can do well only the merest clerical work in a catalog department, and usually they do not appreciate the accuracy and minute care required in cataloging work. Certainly it is extravagant to use a part of the time of a presumably fairly-well-paid, good desk or reference assistant for merely mechanical work in the catalog department, which otherwise would be done by a cheaper grade of service than the better grade of catalog assistants. Also the special care and extra time wasted by

head catalogers in revising the work of such assistants is an expense worth consideration.

#### 4. Cost of cataloging.

Many complaints are heard from librarians of the seemingly excessive cost of cataloging. Few practical suggestions seem to have been made for reducing costs, except in the elimination of some details, such as accession books. Since I understand a committee is investigating this whole question, I have not attempted to obtain any statistical information. In the few fairly large libraries whose estimates of the cost of the process have come to my attention, the estimated cost of purchasing, accessioning, and cataloging a book, including labelling, gilding, card filing, and everything necessary to secure a book and prepare it for use, ranges from 30 cents to about 65 cents. These cost estimates vary, not only because of differences in the elaboration or simplicity of the processes, but also because of the difference in the character of the books added, large numbers of duplicates for schools, branches, etc., being more easily and cheaply handled than separate new titles.

There can be little question that scientific management, properly used, will reduce the costs of cataloging work. Adequate planning and supervision of all processes by the head cataloger, the classifier and others in charge of divisions of the work, can make for speed. I am convinced that we do not really know the maximum length of time which an assistant should be allowed to keep at one certain task. An assistant typewriting shelf-list cards should do rapid work for perhaps three hours. After that a measure of fatigue makes change of occupation advisable for the individual, and economical for the department. Slight fatigue from typewriting will not, however, impair efficiency in a different sort of work. A point worth considering here is, that the change in the occupation of a higher-grade assistant in order not to impair efficiency, should not mean time given to a lower or more mechanical grade of work. That is

extravagance. Impending mental fatigue does not mean that mental processes are to be abandoned. Just as much rest is obtained, and efficiency is really increased, by simple change of the mental groove. Here the advocate of the general exchange of assistants between departments might say that the advisable thing to do is to send the assistant to another department. In most cases I believe that such a change is a mistake, because a change from one department to another means too great a break in the continuity of management in two departments. One manager can plan more effectively for the entire working time of an individual than two managers can plan for the two halves.

The development of library schemes of service, branches, stations, children's rooms, work with schools, has all added enormously to the routine and mechanical processes of cataloging. More shelf-lists, more catalogs, and all sorts of differentiation in the processes suitable to the special need have multiplied details faster than most librarians realize. It is this tremendous complexity which has worn out head catalogers, increased costs, and made administrators clamor for the elimination of unnecessary detail, without having a real understanding of what the detail is and is for.

Deterioration in the cataloging process will injure other departments, but undoubtedly most libraries have superfluous refinements that could well be omitted with economy in cataloging, and no loss to the chief end of all our work.

It is a temptation to consider carefully the methods which might save expenses in the cataloging process, but I can take time only to make brief reference to some of them, most of these having been frequently discussed at length before.

(a) Careful planning of catalog room for convenience, to save all unnecessary motions.

(b) Scientific supervision of tasks to produce greatest speed without undue fatigue.

(c) Stopping the publication of many monthly bulletins. Some bulletins of the

larger and certain particular libraries are of inestimable value to other libraries. Most of these bulletins are printed from the linotype slugs used in printing their own catalog cards, and consequently the labor is minimized. The bulletins of most libraries, I firmly believe, are of no possible use to other libraries, and the material in them would be much more read by the public if published in the newspapers, as it should be in any case, and if the special lists, which are the most useful part of many bulletins, were printed on a multigraph, instead of being buried in forbidding bulletins that no able-bodied ordinary man in his senses could be driven to read.

(d) Use of Library of Congress cards. Some people say they do not save time. I recommend those people to recatalog a library without them, also to attempt to get along without them for a while for current additions. To the best of my knowledge they do save money, and I know they save wear and tear on typewriter machines and ribbons, and they save temper, which is nervous energy and worth while saving. If you don't believe that last read Goldmark on "Fatigue and efficiency" and then you will. Besides, Library of Congress cards look better than typewritten cards and have more durability, since typewritten cards rub and fade and have to be rewritten too frequently.

(e) What real objection can there be to simplifying the cards you write yourselves? It does not matter if they are not consistent with Library of Congress cards. No living borrower would know whether they were consistent or not, and no dead one would matter. Besides if variety is the spice of life, consistency is the vice of it. Nobody but a librarian ever worried about being consistent. I regret I can't even except the clergy.

(f) Omitting book numbers for fiction saves a vast amount of time and sacrifices little. They do not add beauty, and they cause endless trouble and expense without due compensation.

(g) As to the accession book: I mention this because everyone does, and therefore, lack the courage to pass it without remark. Some library reports say that they save the time of one assistant by doing away with it. The fact that practically all of them say it, no matter what size the library in question is, makes one suspicious. I think they are just copying each other's reports, which is not fair. If, however, the accession book is abandoned, and the bill-date, source and cost for each copy of a book are added to a shelf-list card which contains author, title, publisher and perhaps date of publication, much writing is saved and all necessary information is preserved. In the Minneapolis public library, which makes the closest estimate I have seen, four hours per 150 books are said to be saved by such a method. No small matter! It is my personal opinion that the accession book is superfluous in a library which is completely cataloged and shelf-listed.

(h) An interesting change due to the study of motions is recommended in the procedure for shelf-listing by the Minneapolis public library: "Formerly one person marked the call number on the back of the title page, and assigned the copy letter, then the book was taken by another assistant who marked the book slip, the pocket and the label. This meant two people handling the book, the second doing only the mechanical work of copying; hence the work must be revised by someone else, or many mistakes occurred in the work of even our best markers. Now, the shelf-lister, who knows the meaning of the number and has it already in her mind, marks all books as she lists them, and the work goes through faster and more accurately."

(i) Trying to save money by omitting the yearly inventory, particularly for open shelves, is a mistake, I believe. One does not save money by gaining discredit for failing to keep track of his wares.

(j) It is doubtless superfluous to recommend throwing away antiques, like withdrawal books.

(k) The use of the multigraph for writing catalog and shelf-list cards is certainly economy if the number of catalogs is large enough to require pretty large duplication. The shifting of much mechanical work to a less highly-paid class of assistant and the saving in revision of all but the first copy of a card, are distinct gains.

(l) There are doubtless many mechanical devices which will be adopted to advantage in cataloging in the next few years. Many machines of different sorts have greatly changed bookkeeping methods, making the bookkeeper an initiative force in administration of business houses, and certainly similar economy systems will be developed for the cataloger.

5. Efficiency of the individual in the department.

The routine work of cataloging brings fatigue sooner than an occupation involving more variety, although the effects of this form of fatigue may not cumulate so rapidly. It is consequently of special importance that the executive pay particular attention to the application of the principles of scientific management to the efficiency of the individual. The utmost care must be taken that energy shall be carefully directed and not be over-expended. Unduly prolonged attention to a particular kind of work resulting in the long run in nervous exhaustion is a familiar phenomenon of cataloging. Dr. Richardson says that for correction and verification work, two hours a day is the maximum for highest efficiency. My observation is that continuous work at the typewriter should not exceed three hours. Although filing is largely mechanical work, it is also very wearying because of the decided monotony of it, and there is a marked tendency to tire quickly. Since errors rapidly increase with fatigue, the service is directly injured, as well as indirectly through the ultimate effect on the health of the individual.

In general the carefully trained assistant not only knows how to go about his work with more dispatch, with less need

for supervision, with more real efficiency, but also with less wear and tear on his nervous energy. An added argument for the economy of paying higher salaries to obtain adequately trained assistants! I have had excellent opportunity to observe the effect of the graded salary on the efficiency of a cataloging staff. The increased interest, the new energy, and the altered spirit are marked when a graded service is installed, particularly when it is realized that efficiency, as well as length of service, is considered.

It is not necessary to discuss recreation in the library, as the subject relates to the catalog department no differently than it does to the others. The same may be said about vacations, but in passing I should like to say that I agree entirely with Dr. Bostwick's idea of them as assignments to special work. It seems to me that assistants should be required to obtain the approval of the executive to the plans for their vacations. I have taken vacations myself which were certain to do me no good, and consequently do my work harm, and it does seem that I ought not to expect pay for such a misuse of the library's time. The change in the hours of service in the circulation department of the New York public library from 42½ hours a week to 40 hours has caused widespread approval. I wonder if anyone has called attention to the fact that slight changes in climate affect the ability of the individual to work a certain number of hours. For instance, I know from experience that it is possible to work longer without discomfort in an even climate, not subject to extremes of either heat or cold, than it is in the climate of New York. There are certain parts of the country where it takes less energy to work 42 hours per week throughout the year than it does to work 40 hours correspondingly in New York.

With more attention to light, air, attractive appearance and convenient arrangement of room, avoidance of fatigue in spite of rapid work or monotony, sensible hours, some degree of variety in work, sane vacations, some outdoor exercise dur-

ing each day, decent pay on a graded basis, the efficiency record of the cataloging staff in many a library should be raised, their organization held intact, and their humor and good-humor have some chance to appear.

The subject was continued by Dr. ARTHUR E. BOSTWICK, of the St. Louis public library, who spoke as follows:

From the administrative standpoint the library life of a book is divided very distinctly into two periods, that before it is placed on the shelves and that after it is so placed. The first period, embracing selection, order, receipt, classification, cataloging and mechanical preparation, is strictly preliminary to the second and would have no reason for being except for the second. The public recognizes the second chiefly and knows of the first vaguely and inadequately. To the library, and especially to that part of the staff engaged in the operations proper to it, it bulks large.

The librarian of a large library often finds himself obliged to act, in a measure, as the public's representative, taking the point of view of the thousands of readers, rather than of those who operate the machinery directly under his own control. To one who is actually handling the levers and pulleys, the machine often seems to be the thing. The general administrator, somewhat removed from this direct contact, is better able to see it as it is—a means to an end.

Hence to the chief librarian, this period of preparation must always be a cause of anxiety. Its cost and its duration especially worry him. While his training and experience do not permit him to minimize its importance, he would like to make it as cheap and as short as possible. The reader wants his book, and he wants it now—as soon as he sees the notice of it in the paper. The departments of the library that have to do with its preparation are anxious only that this preparation shall be thorough, realizing that on it depends the usefulness of the book in the second, or public, period of its life. The

impatient reader sees no reason for any delay. The co-operating departments see every reason. The librarian sees the reasons, too, but it is his business, to a certain extent, to take the reader's part, and insist that the book's preparation shall not be so thorough that by the time of its completion two-thirds of the necessity for any preparation at all shall have passed, never to return.

It therefore becomes an important part of his duty to hurry up the work of preparation, and it is my experience that this duty becomes difficult of performance, well-nigh impossible, when the work and responsibility of preparation devolves upon two or more departments. It has sometimes seemed to me that a majority of my working hours were occupied in settling disputes between the order and catalog departments, in futile endeavors to fit the responsibility for delays upon one or the other and to decide which of them, and when, was telling the truth about the other. It was thus with a feeling of relief, although somewhat of surprise, that I found myself four years ago at the head of a library where the preparatory stage of the book's life is entirely in charge of one department, a plan involving of course the consolidation of the order and catalog work.

My four years' experience has convinced me that in many cases this plan may be the solution of some of the librarian's problems. It does not do away with delay: it does not make the library staff assume the reader's point of view, or even the librarian's; but it does reduce the number of department heads with whom the librarian has to deal in his "hurry-up" campaign, and it does unify a responsibility whose division continually causes him trouble and vexation. That we so seldom see the combination of this work arises from the fact that the various stages of the book's preparation are rarely looked upon as parts of a whole. The ordering of books is regarded as a business in itself, requiring its own kind of expert knowledge and completed when the book has been de-

livered and the bills checked off. The cataloger, again, is proud of the degree of technical perfection to which he has brought the multiplicity of detail in his work. He has a high sense of its necessity in the library's scheme. Few see that both these processes, together with mechanical operations of pasting, labelling and lettering on which everyone looks down, are simply stages in the work of preparation, through which a book must pass before it becomes an integral part of a modern library. These are not separate departments of work, one completed before the next is begun; they are interwoven and interdependent in all sorts of ways. Books can not be ordered properly without a catalog. Books can not be cataloged properly without information necessary in the operation of ordering. It becomes a question of library policy, then, whether these operations may not be combined, and the considerations adduced above form at least a strong argument for such combination.

I have purposely dwelt on this matter from the standpoint of a general administrator and have therefore not gone into details, which it will be easy for you to obtain if you desire them.

In closing, let me say that I believe catalogers to have in a high degree that devotion to their task and that skill and interest in working out its details, that have made the American public library what it is. What they need to guard against is the aloofness arising from the separate and technical character of that work. Many of them realize, and all of them should do so, the fact that the catalog is made for the reader; not the reader for the catalog. We may try to train our readers to use our catalogs, but to the end of time we shall still have to deal with the unintelligent, the careless and the capricious, and we must try to adapt our catalogs more or less to them. The cataloger may have to break cherished rules, to throw tradition overboard, to act in many ways that will scandalize his profession. Contact with as many other departments of the library as possible—realization of his

position as a cog wheel in contact with other cogs, will help on the good work.

The following paper written by Miss BEATRICE WINSER, of the Newark free public library, was read in her absence by Miss Agnes Van Valkenburgh, of the library school of the New York public library:

#### THE RELATION OF THE CATALOG DEPARTMENT TO OTHER DEPARTMENTS IN THE LIBRARY

The subject assigned to me is the relation of the catalog department to other departments in a library. There is a feeling abroad that it is the tendency of librarians to consider their catalog departments as things apart, the details of whose management, long ago settled by experts, should be modified only as those experts may suggest.

Probably chief librarians do not have the habit of refraining from giving frequent and careful examinations in the catalog departments, or have less interest in the improvement of those departments than in others; but, because it has been possible for experts to formulate rules, as it has not been possible for anyone to do for other branches of the work, the chief librarians have quite naturally allowed themselves to pay less and less attention to the details of these departments, which have thus lost the stimulus which the chief librarians give to the departments with which they largely concern themselves.

This, naturally, as I have already said, tends to make of the cataloging department a thing apart and much efficiency is lost to the library as a whole because of it.

For the purposes of this paper I propose to include in the scope of the cataloging department much of the work on books from their selection to their placing on the shelf.

It must be borne in mind that I am speaking of public libraries and not of college, historical, scientific or special libraries of any kind, and that I am making suggestions only.

#### Book Selection

The selection of books instead of being a difficult and complicated matter calling for hours of study and conference, is really quite simple. Every librarian should expect his more intelligent assistants to make suggestions and help to keep his or her own collection up to date, but final decisions as to purchase should rest in the hands of two or three only. An attempt to let a dozen or more people discuss at meetings the value of any book or books and the propriety of adding this or that to the library costs enormously in time and money, and serves no useful purpose.

It improves the quality of the books selected but little, it tends to develop undue caution and to make the choice too literary and, if it helps to educate the assistants, it does so at too great a cost. The desire is often expressed that a library should contain "a well-rounded, well-balanced collection of books." This phrase sounds well and perhaps impresses the trustees or the town, but what does it really mean? Were we to follow it to its logical conclusion we would all buy in certain fixed proportions, all kinds of books and while we might then lay claim that we had a well-balanced collection, we would be far from filling well the special needs of any special community in which we might be placed. In point of fact every library buys what it thinks it needs most, in most cases it will be found that the books selected are the best books for that library. Most books buy themselves, others cry out to be selected. The clientele is waiting for them. The small remnant of specially chosen books call for no elaborate conferences. Why have any system of recording the fact that you did not buy certain books at this time, since next month or next year the book not bought has been displaced by another? Besides, you can always discover from your bibliographical aids the books you have been compelled to miss, so why duplicate the work already done for you?

Now let us look at the purely clerical side of book ordering. Do we fill out an elaborate order slip with all sorts of bibli-



ographical data needed for comparatively few books only? All that is really needed by bookseller and library is the author, title and publisher of a book, and the latter even could be omitted in most cases.

Do we economize time and labor by writing our orders so that with the aid of carbon paper, we have an order slip to file, one to send to the bookdealer and another to the Library of Congress for the purchase of cards?

When a consignment of books arrives do we have some elaborate system of checking it off the bill? Do we use cabalistic signs in our books so that the public may not by any chance discover the price of them? Or do we simply write in plain sight the price, source and date of the bill in each book, check the book on the bill and pass it on?

Have we ever tried the experiment with say the Fiction Class of not giving either price, source and date of bill in the books?

Suppose we buy all our novels from one bookseller, as most libraries do, and announce to the staff generally and also drop a card into the official catalog and the shelf-list to the effect, that after such or such a date, neither the source nor price will be found in any novel, as everyone knows that all novels are bought from John Smith and cost \$1.00. Think of the time saved! I am willing to wager that no library could report any ill effects from this change.

As to the few novels which sell at net prices, the money lost in charging the usual rate of \$1.00 is negligible compared with the time saved in making these unnecessary entries. To comfort the super-conscientious librarian the loss would actually be covered in many cases, because the reprints of novels often cost less than \$1.00.

#### Accession Record

Now let us go on to the accession book and ask how many use the regular or the condensed book and why?

Do you cling to the theory that it is the one complete record of every book in your library and would be most useful in

case of adjustment of fire losses? I can't deny that it is a complete record of every book, but of what use is that to the library?

As to the adjustment of fire losses, are the books in your library arranged in accession order so that in case of fire you could show the insurance adjusters which books were burned by referring to your accession books?

Do you claim that the accession number is still necessary so that you may know the number of books added and to help distinguish one copy of a book from another? Why not use the Bates numbering stamp as an automatically accurate recording device, and save time and money? Do you use the accession book for securing each month the number of books added in any one class, which of course the Bates numbering stamp can not give?

To get this one record we employ the time of a person in making other useless records, when all we need is a blank book in which we enter in a few minutes all books under date and class number. In the same book we enter in another place the books subdivided under heads of purchase, binding, periodicals and gifts. Thus at tremendous saving we can answer at once the question of how many books are added during any month and in what class.

Do you perhaps keep an accession book, so that you may secure the price and source of a book reported lost by a borrower? How much lost motion, to say nothing of time and money, is expended annually in libraries where assistants turn from their shelf-list to their accession book for these facts which should be given on the shelf-list card!

#### Classification

Have you ever thought how much it costs your library to have it classified by a college and library school bred person? I am using these terms as synonymous with an educated person. Have you ever noticed how much time she spends in getting a book into what to her is the exact class and place?

Now I am not arguing for less educated people in our public libraries, far from it, but I wish to call your attention to the amount of time and money expended by you in too minute and particular classification. Have you ever thought that quite a coarse classification is just as good for your library as the rather particular one which causes your head cataloger to spend half an hour over a book which might just as well be made ready in five minutes?

Often, after much time has been spent in debating this point or that, about some special feature of a book, and it has at last been placed in a certain division, it will be found more useful with its fellows in a coarser or broader division.

I am only suggesting that time could be saved here without impairing the usefulness of the library.

#### Cataloging

This is that division of library work which one must approach as the holy of holies, leaving one's shoes on the mat outside.

Please do not assume that I do not appreciate what it has meant to the public library to have experts formulate a set of rules which any library can use. I am not objecting to the rules, but to the application of the rules. We spend hours, days, months, and years in giving paging, illustrations, size, publishers and place of publication on our catalog cards and all for what purpose pray?

What does the average user of a public library want to know? He wants to know whether you have a book by a certain author, by a certain title or on a certain subject. Ninety-five per cent of the borrowers of books want nothing more than that, and I am excluding fiction entirely. Consequently for the possible five per cent, and that is a high percentage, you spend much time in giving gratuitous information. The man who knows his subject goes to the bibliographies of the subject and does not depend upon your card catalog for bibliographical information. Let us look into these valuable items, aside

from the very necessary author and title, supplied on catalog cards.

Paging. Did your reference people ever report any need of it in serving the public? I never heard of such need.

Place of publication and publisher. Both these items are occasionally asked for, but why spend time in putting them on all your cards for the sake of the few who wish to know, since you can immediately refer to Books in Print for current books and for all others to the many aids published for the librarian.

The date. Well, I might grant that it serves a better purpose than the other items, but I doubt its great usefulness.

Do you in addition to the very necessary shelf-list for all the books in the library, have a special shelf-list for Branches? Have you ever thought of the time given to keep the record of all the books at your Branches?

What purpose does it serve, since your Branches have their own record of the books they have?

I know of one library which kept such a record and finally decided to give it up, since it cost a great deal of money, and seemed after careful consideration to be of little value. Not the least harm has resulted from the change and the cataloging department has almost forgotten that it was ever done.

Does the head cataloger work at least one day a week in the lending or reference department for the sake of getting away from her own point of view and to imbibe something of the real needs of public and assistants? Try it, even if you think you can't afford it and I venture to prognosticate that your cataloging department from being the seat of the learned and superior will become a really valuable aid to all the other departments.

Within the limits of my paper I have been able to cite only a few examples of the changes which might be made in the method of putting books on the shelf in most of our public libraries, but I hope that the very obvious things I have said may serve to help in simplifying the work

of a profession already much overburdened with technique.

The fourth paper in the discussion by Miss LAURA SMITH, of the Cincinnati public library, was entitled:

**ADMINISTRATION OF A CATALOG DEPARTMENT FROM A CATALOGUER'S POINT OF VIEW**

The ideal of the modern library is service to the community, but the tendency has been to estimate this service by statistics as printed in library reports. Columns of figures, showing the number of books cataloged and the cards made, represent but a small part of what can be done and should not be taken as a measure of value of the cataloging department to the library patrons. The old idea of the library was the omniscient librarian who served all the readers from his store of knowledge, but the development of the modern library movement, bringing an increased patronage, made it necessary to delegate some of this work, and libraries were set off into departments. Gradually mechanical appliances were introduced and personal aid was limited to the favored few while the average reader was helpless in the face of machinery whose workings were a mystery to him. It reminds one of the story of the fine hospital donated by a philanthropic citizen to a thriving town of the middle west. The building was a model of hospital architecture, the furnishings were the most modern obtainable and the institution was ideal in every respect, adjudged by experts the latest thing in hospitals. A poor citizen, foreign by birth, took his wife to this hospital for treatment. The next day he went to inquire for her and was told that she was too ill to see him, but the attendant offered to take him through the building and show him all the modern improvements. The man was interested and followed his guide through the various wards, listening attentively to his lecture on the advantages of the latest improvements in hospital service. The second day he returned to learn the progress of

his wife's case, but she was still too ill to see him, so the attendant showed him some more improvements, which he had not seen the day before. The man was greatly impressed. The third day he returned and was told that his wife had died. When asked by a friend what disease had ended her life, he replied, "I don't know, unless it was the improvements." So the library has adopted progressive methods and among other improvements it has walled a room with the latest model of catalog trays filled with cards as silent guides to the collection of books. Printed signs, which no one reads, give intricate directions as to the use of this monster; a human assistant is rarely in sight. Has the library the right to expect the public to know how to use a catalog? A trained assistant should be stationed here, and who are better qualified for this service than the members of the cataloging staff? At this point is one of the opportunities for the cataloger's most efficient service to the community.

The chief requisite of a well-organized catalog department is a corps of intelligent, educated, trained assistants who have had several years' experience. The raw recruit from the library school is an expense to the service because library school graduates find difficulty in adapting themselves to the existing methods of most libraries. This fault is sometimes individual but more often it is due to the different methods of cataloging taught in the various schools. There should be uniformity of method on this point, full cataloging should be taught in all the schools because it is far easier for the cataloger to learn omissions than to acquire a knowledge of full cataloging when the short form only has been taught in the school. Subject-heading work can be taught only in a general way. Years of experience are needed before an assistant is competent to assign subject headings, therefore a constantly changing staff is an item of expense worthy of serious consideration. Subject headings might be in the hands of a few assistants but there is advantage in having the views of many

minds under the supervision of one reviser.

An understanding of the community and of existing conditions within the library, added to a thoroughly assimilated knowledge of cataloging methods, increases the value of an assistant. Changes are usually due to small salaries, and to better financial conditions elsewhere, but adding a reasonable amount to the salary of a competent assistant is a good investment. To be sure, it foots up on the pay roll as a larger outlay than the substitution of a less experienced assistant at the same or a smaller salary. What the pay roll tells, however, is not borne out by the facts because on it there is no financial accounting for the time of the administrator of the department which is consumed in breaking in a new cataloger while the more important things wait, or go by default. Positions in the cataloging department should yield a financial return sufficient to make their incumbency more or less permanent for it is possible to accomplish more with a smaller staff of experienced assistants than with a larger number of those new to the business.

When the library has gathered together the best staff of catalogers it can afford it should not put them, like a collection of expensive bric-a-brac, behind closed doors with only the regulation catalogers' tools as guides, and expect them to yield the best return on the investment. The best cataloger needs the stimulus of personal contact with the public as an aid to the most intelligent work. When the cataloging department has a sufficient number of well-trained, experienced assistants, a schedule of work which permits direct contact with the public for at least one-third of the time and a system of co-operation between departments with freedom from unnecessary interruptions to the routine as planned, the catalog is a labor saving tool reducing the net cost of production by the time saved to the circulating and reference departments.

The cataloging for a large library system should be done at the central library

for several reasons. The main cataloging offices are there with the collection of reference books and the official files showing what headings and entries have been used. The expert catalogers and revisers are better fitted for the responsibility of the cataloging than the assistants at the branches, distracted by other work. The enormous number of cards necessary for the various catalogs are more economically duplicated by writer press, or multigraph, than by hand or typewriter because time is saved in this way in the actual making of the cards, in numbering and putting titles on printed cards and in proof reading, or revising, for in revising typewritten cards, each card must be carefully scrutinized, while from the writer press only the first copy needs revision. When copies of the same title are to be purchased for several branches, the cost of cataloging is greatly reduced if all the copies reach the cataloging department together as time is thus saved in all the processes of preparing the books for circulation, from the accessioning to the pasting of the labels. In the case of fiction this is always possible but with other classes, while it is not always expedient to purchase for the main library and the branches simultaneously, the branch librarians and order department can simplify the process by prompt decision as to the number of branches to which titles are to be added, so that all cards may be ordered or made at the same time. By this means one order for printed cards and one setting up of copy for writer press or multigraph is sufficient. When books come to the catalog department singly and at odd times the labor of verifying author entries and subject headings is the same as for new titles, and the making of cards becomes a mechanical process only when they are to be made in large quantities. Every branch added to the library system increases the work of the cataloging department, a fact often lost sight of by the chief administrators of a library. There seems to be a popular delusion that each new addition to the library family means only a duplication of

cards while the fact remains that most of the processes in the routine practically consume as much time and thought as if the title in hand were new in the library. In the case of shelf-listing it is obviously easier and takes less time to make a brand new shelf-list card for a book than it does to withdraw the card from the shelf-list, make an addition to it and refile the card.

If the main building is so arranged that one card catalog can be used conveniently by all departments much expense will be saved. But if there must be department catalogs, author and subject entries should be uniform so that the individual catalogs may be simply duplicates of certain divisions of the general catalog. Subject headings in the public library should be simple enough to be within the comprehension of the average reader. To simplify headings for children is a useless expense and an insult to the child who is often more intelligent than many adult readers. The public library being "an integral part of public education" should not be guilty of senseless simplification even though the kindergartners may accuse us of "taking away the joy of childhood." If the so-called simplified headings are used they can not be filed with other headings, therefore two separate catalogs in each branch must be maintained at extra expense.

All non-essentials should be eliminated from the mechanical processes of preparing books for the shelves. The time of high-priced service should be used for the scholarly work, duplication of cards and routine clerical work do not require a college education nor library school training. Printed cards should be purchased whenever possible. It is not necessary to become hysterical over the superfluity of information on some of the Library of Congress cards because the average user of a catalog in a public library does not read beyond the first line of the title, and therefore is not confused by bibliographical details. On the other hand, this same detail is valuable to the few readers who need it. Another groundless objection to the use of these cards is the statement

that books must be held until the cards are received. If there is co-operation between the order and the cataloging departments, books and cards may be ordered and will come to the cataloger about the same time. When they do not the books should be sent through on temporary slips. This adds slightly to the cost of handling, but saves the reputation of the library in the circulating department. The printed card should be accepted when it agrees with the title page, but when the card requires changes which mar its appearance it should be rejected. When the cards must be made by the individual library the extra bibliographical detail should be omitted for purposes of economy, and the catalogs would still be uniform and accurate in essentials. Entries must be accurate, uniform and as consistent as possible that the catalog may save the time of the reference librarians, since effective reference work can be done only when the library is well classified and cataloged and quick service is possible only under these conditions.

The plan to combine the catalog and reference departments, the assistants working one-third of their time in reference work, brings excellent results. In the first place the assistants come in direct contact with the public for part of every day. The knowledge of books gained by examination for full cataloging can be made directly useful to the public. On the other hand, the demands of the reader, his peculiarities of expression and his general attitude toward the library give inspiration to the work in the cataloging department as to subject headings and analyticals to be made. The change of work is restful and enables the assistants to accomplish much in a day without becoming weary of either line of work. The efficiency of the assistants depends upon their ability to bring the book and the reader together and as the cataloger has the advantage of studying the books she should therefore bring this knowledge to the public through personal contact.

Emphasis is put on the increased useful-

ness of the staff by reason of the ability to appreciate the relation between the library and the public and to bring into the daily life of the community the increased knowledge of books.

What has been said is not intended as a criticism of any method of administering a cataloging department, but is an effort rather to present a plan which from practical experience has proved successful.

The discussion was then thrown open to the floor, with the suggestion from the chairman that it take the following lines:

1. Is the catalog department too confined in its organization and too distinctly separated from other departments?
2. How much mechanical work should be done by expert catalogers? Who should do the mechanical work and where should it be done?
3. What should be the relations between the catalog and the shipping departments?

Mr. Hodges, of the Cincinnati public library, said that each library had to use a system suited to its individual needs, that in Cincinnati there was no head of the order department, that he considered the use of catalogers in the reference department during rush hours a good plan as they were usually well fitted for the work, that in his library there was a single head of the catalog and reference departments.

Miss Hitchler, superintendent of cataloging of the Brooklyn public library, said that co-operation could be effected between departments without interchange of assistants.

Mr. Hopper said that the obstacle to combining the heads of the catalog and order departments in one person was that a knowledge of cataloging and a knowledge of the book trade were seldom combined in one person.

During the discussion of the second point—that of scientific management within the department—Miss Van Valkenburgh raised a laugh by inquiring where we are to draw the line in keeping track of our efficiency.

Mr. Martel, of the Library of Congress, in answer to the charge made against catalogers of over-elaboration, as for example in the matter of periodical records, said that under-elaboration often proved quite as expensive as over-elaboration.

## SECOND SESSION

Friday, June 29.

The second session of the Catalog Section was held on Friday afternoon, June 29, Miss Gooch presiding.

Miss Van Valkenburgh, Miss Hiss, and Miss Dame, were appointed as nominating committee by the Chairman.

The session took the form of an informal discussion on simplified forms of typewritten catalog cards, and was held at the desire of the committee of the Professional Training Section on uniformity of forms of catalog cards. This committee was appointed in January, 1912, and consists of Helen Turvill, Chairman, Agnes Van Valkenburgh, Harriet B. Gooch.

The Chairman directed the discussion by taking up point by point the form of card recommended by the committee for the practice work of the library schools. Typewritten cards for a public library of about 50,000 volumes, to be filed with L. C. cards, were taken as a basis of discussion.

Among the details considered were the following, with the decisions which seemed most generally favored by those present:

**Brackets.** Omit brackets for material inserted in heading but use in title and imprint.

**Initial article.** Use initial article, unless including it would entail repeating author's name in the title.

**Initial possessive.** Omit author's name in the possessive case at the beginning of a title, and cancel it when used on L. C. cards.

**Editor, etc.** In the title use the name of the editor, translator, etc., in the form given on the title page.

**Imprint.** Include place, publisher and date of publication together with inclusive

copyright dates if they differ from the date of publication.

**Collation.** Give main paging, illus., ports., maps. Give size only if unusual.

**Position of items.** Begin collation on a new line and indent.

**Secondary cards.** Give author and title only on secondary cards. (Main subject cards are not considered secondary cards.)

Other details discussed were use of points of omission, form of series note, tracing cards, headings in joint-author entries, the place for paging in an analytical note, entry under pseudonym versus real name, entry for adapter.

At the close of the foregoing discussion, the matter of having a permanent A. L. A. committee on cataloging was brought forward, and upon Miss Van Valkenburgh's motion, it was determined to request the Executive Board of the A. L. A. to appoint a permanent catalog committee to which questions in cataloging may be referred for recommendation.

Miss Sutliff then suggested that an A. L. A. code of alphabetizing would also be welcome. Mr. Martel, in response to a question by the Chairman, said that the Library of Congress followed the Cutter Rules, but had working notes that might be helpful.

A motion put by Mr. Keogh was then passed that the Executive Board of the A. L. A. be asked to send a request to the Librarian of Congress to furnish the code of alphabetizing used in the Library of Congress for publication.

An amendment to the foregoing to include the words "with changes for small libraries" failed of passage.

The nominating committee then submitted its ticket: Chairman, Charles Martel, Chief of the Catalog Division, Library of Congress; Secretary, Edith P. Bucknam, Chief of the Cataloging Department, Queens Borough public library.

After the election, the meeting adjourned.

## SECTION ON LIBRARY WORK WITH CHILDREN

### FIRST SESSION

The first session of the Section on Library Work with Children was held in the ballroom of the Hotel Kaaterskill, at 2:30 p. m., June 24th, with the Chairman, Miss Power, in the chair. In the absence of Miss Lawrence, Miss Ida Duff acted as secretary.

Two papers on the subject of "Values in library work with children" were read; the first by Miss CLARA W. HUNT, superintendent of the children's department, Brooklyn public library.

#### VALUES IN LIBRARY WORK WITH CHILDREN—I

You are probably familiar with the story of the man who, being asked by his host which part of the chicken he liked best replied that "he'd never had a chance to find out; that when he was a boy it was

the fashion to give the grown people first choice, and by the time he'd grown up the children had the pick, so he'd never tasted anything but the drumstick."

It will doubtless be looked upon as heresy for a children's librarian to own that she has a deal of sympathy for the down-trodden adult of the present; that there have been moments when she has even gone so far as to say an "amen"—under her breath—to the librarian who, after a day of vexations at the hands of the exasperating young person represented in our current social writings as a much-sinned-against innocent, wrathfully exploded, "Children ought to be put in a barrel and fed through the bung till they are twenty-one years old!"

During the scant quarter century which has seen the birth and marvelous growth of modern library work with children, the "new education" has been putting its

stamp upon the youth of America and upon the ideas of their parents regarding the upbringing of children. And it has come to pass that one must be very bold to venture to brush off the dust of disuse from certain old saws and educational truisms, such as "All play and no work make Jack a mere toy," "No gains without pains," "We learn to do by doing," "Train up a child in the way he should go," and so on.

Our kindergartens, our playground agitators, our juvenile courts, our child welfare exhibits are so persistently—and rightly—showing the wrongdoing child as the helpless victim of heredity and environment that hasty thinkers are jumping to the conclusion that, since a child is not to blame for his thieving tendencies, it is our duty, rather than punish, to let him go on stealing; since it is a natural instinct for a boy to like the sound of crashing glass and the exercise of skill needed to hit a mark, we must not reprove him for throwing stones at windows; because a child does not like to work, we should let him play—play all the time.

The painless methods of the new education, which tend to make life too soft for children, and to lead parents to believe that everything a child craves he must have, these tendencies have had their effect upon the production and distribution of juvenile books, and have added to the librarian's task the necessity not only of fighting against the worst reading, but against the third rate lest it crowd out the best.

It is the importance of this latter warfare which I wish mainly to discuss.

We children's librarians, in the past fifteen or twenty years, have had to take a good many knocks, more or less facetious, from spectators of the sterner sex who are worried about the "feminization of the library," and who declare that no woman, certainly no spinster, can possibly understand the nature of the boy. Perhaps sometimes we are inclined to droop apologetic heads, because we know that some women are sentimental, that they don't

all "look at things in the large," as men invariably do. In view, however, of the record of this youthful movement of ours, we have a right rather to swagger than to apologize.

The influence of the children's libraries upon the ideals, the tastes, the occupations, the amusements, the language, the manners, the home standards, the choice of careers, upon the whole life, in fact, of thousands upon thousands of boys and girls has been beyond all count as a civic force in America.

And yet, while teachers tell us that the opening of every new library witnesses a substitution of wholesome books for "yellow" novels in pupils' hands; while men in their prime remark their infrequent sight of the sensational periodicals left on every doorstep twenty years ago; while publishers of children's books are trying to give us a clean, safe juvenile literature, and while some nickel novel publishers are even admitting a decline in the sale of their wares; in spite of these evidences of success, a warfare is still on, though its character is changing.

Every librarian who has examined children's books for a few years back knows exactly what to expect when she tackles the "juveniles" of 1913.

There will be a generous number of books so fine in point of matter and make-up that we shall lament having been born too late to read these in our childhood. The information and the taste acquired by children who have read the best juvenile publications of the past ten years is perfectly amazing, and those extremists who decry the buying of any books especially written for children are nearly as nonsensical as the ones who would buy everything the child wishes.

But when one has selected with satisfaction perhaps a hundred and fifty titles, one begins to get into the potboiler class—the written-to-order information book which may be guaranteed to kill all future interest in a subject treated in style so wooden and lifeless; the retold classic in which every semblance to the spirit of the



original is lost, and the reading of which will give to the child that familiarity which will breed contempt for the work itself; the atrocious picture book modeled after the comic supplement and telling in hideous daubs of color and caricature of line the tale of the practical joker who torments animals, mocks at physical deformities, plays tricks on parents, teases the newly-wed, ridicules good manners, whose whole aim, in short, is to provoke guffaws of laughter at the expense of someone's hurt body or spirit. There will be collections of folk and fairy tales, raked together without discrimination from the literature of people among whom trickery and cunning are the most admired qualities; there will be school stories in which the masters and studious boys grovel at the feet of the football hero; in greater number than the above will be the stories written in series on thoroughly up-to-date subjects.

I shall be much surprised if we do not learn this fall that the world has been deceived in supposing that to Amundsen and Scott belong the honor of finding the South Pole, or to Gen. Goethals the credit of engineering the Panama Canal. If we do not discover that some young Frank or Jack or Bill was the brains behind these achievements, I shall wonder what has become of the ingenuity of the plotter of the series stories—the "plotter" I say advisedly, for it is a known fact that many of these stories are first outlined by a writer whose name makes books sell, the outlines then being filled in by a company of underlings who literally write to order. When we learn, also, that an author who writes admirable stories, in which special emphasis is laid upon fair play and a sense of honor, is at the same time writing under another name books he is ashamed to acknowledge, we are not surprised at the low grade of the resulting stories.

With the above extremes of good and poor there will be quantities on the border line, books not distinctly harmful from one standpoint—in fact, they will busily preach honesty and pluck and refinement, etc., but they will be so lacking in imagination

and power, in the positive qualities that go to make a fine book, that they cannot be called wholly harmless, since that which crowds out a better thing is harmful, at least to the extent that it usurps the room of the good.

These books we will be urged to buy in large duplicate, and when we, holding to the ideal of the library as an educational force, refuse to supply this intellectual pap, well-to-do parents may be counted upon to present the same in quantities sufficient to weaken the mental digestion of their offspring beyond cure by teachers the most gifted.

There are two principal arguments—so-called—hurled at every librarian who tries to maintain a high standard of book selection. One is the "I read them when I was a child and they did me no harm" claim; the other, based upon the doggedly clung-to notion that our ideal of manhood is a grown-up Fauntleroy, infers that every book rejected was offensive to the children's librarian because of qualities dangerously likely to encourage the boy in a taste for bloodshed and dirty hands.

Now, in this day when parents are frantically protecting their children from the deadly house fly, the mosquito, the common drinking cup and towel; when milk must be sterilized and water boiled and adenoids removed; when the young father solemnly bows to the dictum that he mustn't rock nor trot his own baby—isn't it really matter for the joke column to hear the "did me no harm" idea advanced as an argument? And yet it is so offered by the same individual who, though he has survived a boyhood of mosquito bites and school drinking cups, refuses to allow his child to risk what he now knows to be a possible carrier of disease.

The "what was good enough for me is good enough for my children" idea, if soberly treated as an argument in other matters of life, would mean death to all progress, and it is no more to be treated seriously as a reason for buying poor juvenile books than a contention for the fetich doctor versus the modern surgeon, or for

the return to the foot messenger in place of electrical communication.

It would be tactless, if not positively dangerous, if we children's librarians openly expressed our views when certain people point boastfully to themselves as shining products of mediocre story book childhoods. So I would hastily suppress this thought, and instead remind these people that, as a vigorous child is immune from disease germs which attack a delicate one, so unquestionably have thousands of mental and moral weaklings been retarded from their best development by books that left no mark on healthy children. In spite of the probability that there are to-day alive many able-bodied men who cut their first teeth on pickles and pork chops, we do not question society's duty to disseminate proper ideas on the care and feeding of children.

Isn't it about time that we nailed down the lid of the coffin on the "did me no harm" argument and buried the same in the depths of the sea?

Another notion that dies hard is one assuming that, since the children's librarian is a woman, prone to turn white about the gills at the sight of blood—or a mouse—she can not possibly enter into the feelings of the ancestral barbarian surviving in the young human breast, but must try to hasten the child's development to twentieth century civilization by eliminating the elemental and savage from his story books.

If those who grow hoarse shouting the above would take the trouble to examine the lists of an up-to-date library they might blush for their shallowness, that they have been basing their opinions on their memory of library lists at least twenty-five years old.

We do not believe that womanly women and manly men are most successfully made by way of silly, shoddy, sorry-for-themselves girlhoods, or lying, swaggering, loafing boyhoods; and it is the empty, the vulgar, the cheap, smart, trust-to-luck story, rather than the gory one, that we dislike.

I am coming to the statement of what

I believe to be the problem most demanding our study today. It is, briefly, the problem of the mediocre book, its enormous and ever-increasing volume. More fully stated it is the problem of the negatively as the enemy of the positively good; of the cultivation of brain laziness by "thoughts-made-easy" reading. It is a republic's, a public school problem, viz.: How is it possible to raise to a higher average the lowest, without reducing to a dead level of mediocrity the citizens of superior possibilities? Our relation to publisher and parent, to the library's adult open shelves of current fiction enter into the problem. The children's over-reading, and their reluctance to "graduate" from juvenile books, these and many other perplexing questions grow out of the main one.

I said awhile ago that the new education has had a tendency to make life too soft for children, and to give to their parents the belief that natural instincts alone are safe guides to follow in rearing a child. I hope I shall not seem to be a good old times croaker, sighing for the days when school gardens and folk dancing and glee clubs and dramatization of lessons and beautiful text-books and fascinating handicraft and a hundred other delightful things were undreamed-of ways of making pleasant the paths of learning. Heaven forbid that I should join the ranks of those who carp at a body of citizens who, at an average wage in America less than that of the coal miner and the factory worker, have produced in their schools results little short of the miraculous. To visit, as I have, classrooms of children born in slums across the sea, transplanted to tenements in New York, and to see what our public school teachers are making of these children—the backward, the underfed, the "incorrigible," the blind, the anæmic—well, all I can say is, I do not recommend these visits to Americans' of the stripe of that boastful citizen who, being shown the crater of Vesuvius with a "There, you haven't anything like that in America!" disdainfully replied, "Naw, but we've got Niagara, and that'd put the whole blame

thing out!" For myself I never feel quite so disposed to brag of my Americanism as when I visit some of our New York schools.

And yet, watching the bored shrug of the bright, well-born high school child when one suggests that "The prince and the pauper" is quite as interesting a story as the seventh volume of her latest series, a librarian has some feelings about the lines-of-least-resistance method of educating our youth, which she is glad to find voiced by some of our ablest thinkers.

Here is what J. P. Munroe says: "Many of the new methods . . . methods of gentle cooing toward the child's inclinations, of timidly placing a chair for him before a disordered banquet of heterogeneous studies, may produce ladylike persons, but they will not produce men. And when these modern methods go as far as to compel the teacher to divide this intellectual cake and pudding into convenient morsels and to spoon-feed them to the child, partly in obedience to his schoolboy cravings, partly in conformity to a pedagogical psychology, then the result is sure to be mental and moral dyspepsia in a race of milk-sops." How aptly "spoon-fed pudding" characterizes whole cartloads of our current "juveniles"!

Listen to President Wilson's opinion: "To be carried along by somebody's suggestions from the time you begin until the time when you are thrust groping and helpless into the world, is the very negation of education. By the nursing process, by the coddling process you are sapping a race; and only loss can possibly result except upon the part of individuals here and there who are so intrinsically strong that you cannot spoil them."

Hugo Münsterberg is a keen observer of the product of American schools, and contrasting their methods with those of his boyhood he says: "My school work was not adjusted to botany at nine years because I played with an herbarium, and at twelve to physics because I indulged in noises with home-made electric bells, and at fifteen to Arabic, an elective which I miss still in several high schools, even in

Brookline and Roxbury. The more my friends and I wandered afield with our little superficial interests and talents and passions, the more was the straightforward earnestness of the school our blessing; and all that beautified and enriched our youth, and gave to it freshness and liveliness, would have turned out to be our ruin, if our elders had taken it seriously, and had formed a life's program out of petty caprices and boyish inclinations."

And Prof. Münsterberg thrusts his finger into what I believe to be the weakest joint in our educational armor when he says: ". . . as there is indeed a difference whether I ask what may best suit the taste and liking of Peter, the darling, or whether I ask what Peter, the man, will need for the battle of life in which nobody asks what he likes, but where the question is how he is liked, and how he suits the taste of his neighbors."

What would become of our civilization if we were to follow merely the instincts and natural desires? Yet is there not in America a tremendous tendency to the notion, that except in matters of physical welfare, the child's lead is to be followed to extreme limits? Don't we librarians feel it in the pressure brought to bear upon us by those who fail to find certain stories, wanted by the children, on our shelves? "Why, that's a good book," the parent will say, "The hero is honest and kind, the book won't hurt him any—in fact it will give the child some good ideas."

"Ideas." Yes, perhaps. There is another educator I should like to quote, J. H. Baker in his "Education and life": "Whatever you would wish the child to do and become, that let him practice. We learn to do, not by knowing, but by knowing and then doing. Ethical teaching, tales of heroic deeds, soul-stirring fiction that awakens sympathetic emotions may accomplish but little unless in the child's early life . . . the ideas and feelings find expression in action and so become a part of the child's power and tendency. . . ."

Now we believe with G. Stanley Hall

that, "The chief enemy of active virtue in the world is not vice but laziness, languor and apathy of will;" that "mind work is infinitely harder than physical toil;" that (as another says) "all that does not rouse, does not set him to work, rusts and taints him . . . the disease of laziness . . . destroys the whole man."

And when children of good heritage, good homes, sound bodies, bright minds, spend hours every week curled up among cushions, allowing a stream of cambric-tea literature gently to trickle over their brain surfaces, we know that though the heroes and heroines of these stories be represented as prodigies of industry and vigor, our young swallowers of the same are being reduced to a pulp of brain and will laziness that will not only make them incapable of struggling with a page of *Quentin Durward*, for example, but will affect their moral stamina, since fighting fiber is the price of virtue.

Ours is, as I have said, a public education, a republic's problem. To quote President Wilson again: "Our present plans for teaching everybody involve certain unpleasant things quite inevitably. It is obvious that you cannot have universal education without restricting your teaching to such things as can be universally understood. It is plain that you cannot impart 'university methods' to thousands, or create 'investigators' by the score, unless you confine your university education to matters which dull men can investigate, your laboratory training to tasks which mere plodding diligence and submissive patience can compass. Yet, if you do so limit and constrain what you teach, you thrust taste and insight and delicacy of perception out of the schools, exalt the obvious and merely useful things above the things which are only imaginatively or spiritually conceived, make education an affair of tasting and handling and smelling, and so create *Philistia*, that country in which they speak of 'mere literature.'"

In our zeal to serve the little alien, descendant of generations of poverty and ignorance, let us not lose sight of the im-

portance to our country of the child more fortunate in birth and brains. So strong is my feeling on the value of leaders that I hold we should give at least as much study to the training of the accelerate child as we give to that of the defective. Though I boast the land of Abraham Lincoln and Booker Washington I do not give up one iota of my belief that the child who is born into a happy environment, of parents strong in body and mind, holds the best possibilities of making a valuable citizen; and so I am concerned that this child be not spoiled in the making by a training or lack of training that fails to recognize his possibilities.

It is encouraging to find growing attention in the "Proceedings" of the N. E. A. and other educational bodies to the problem of the bright child who has suffered by the lock-step system which has molded all into conformity with the capabilities of the average child.

The librarian's difficulty is perhaps greater than that of the teacher, because open shelves and freedom of choice are so essential a part of our program. We must provide easy reading for thousands of children. Milk and water stories may have an actual value to children whose unfavorable heritage and environment have retarded their mental development. But the deplorable thing is to see young people, mercifully saved from the above handicaps, making a bee line for the current diluted literature for grown-ups, (as accessible as Scott on our open shelves) and to realize that this taste, which is getting a life set, is the inevitable outcome of the habit of reading mediocre juveniles.

We must not rail at publishers for trying to meet the demands of purchasers. Our job is to influence that demand far more than we have done as yet. Large book jobbers tell us that millions and millions of poor juveniles are sold in America to thousands of the sort we librarians recommend. I have seen purchase lists of boys' club directors and Sunday School library committees calling for just the weak and empty stuff we would destroy. I have un-

wittingly been an eavesdropper at Christmas book counters and have heard the orders given by parents and the suggestions made by clerks. And I feel that the public library has but skirmished along the outposts while the great field of influencing the reading of American children remains unconquered. Until we affect production to the extent that the book stores circulate as good books as the best libraries we cannot be too complacent about our position as a force in citizen making.

An "impossible" ideal, of course, but far from intimidating, the largeness of the task makes us all the more determined.

This paper attempts no suggestion of new methods of attacking the problem. It is rather a restatement of an old perplexity. I harp once more on a worn theme because I think that unless we frequently lift our eyes from the day's absorbing duties for a look over the whole field, and unless we once and again make searching inventory of our convictions, our purposes, our methods, our attainments, we are in danger of letting ourselves slip along the groove of the taken-for-granted and our work loses in power as we allow ourselves to become leaners instead of leaders. May we not, as if it were a new idea, rouse to the seriousness of the mediocre habit indulged in by young people capable of better things? Should not our work with children reach out more to work with adults, to those who buy and sell and make books for the young? Is it not time for the successful teller of stories to children to use her gifts in audiences of grown people, persuading these molders of the children's future of the reasonableness of our objection to the third rate since it is the enemy of the best? May it not be politic, at least, for the librarian to descend from her disdainful height and make friends with "the trade," with bookseller and publisher who, after all, have as good a right to their bread and butter as the librarian paid out of the city's taxes?

And then—is it not possible that we might be better librarians if we refused

to be librarians every hour in the day and half the night as well? What if we were to have the courage to refuse to indulge in nervous breakdowns, because we deliberately plan to play, and to eat, and to sleep, to keep serene and sane and human, believing that God in His Heaven gives His children a world of beauty to enjoy as well as a work to do with zeal. If we lived a little longer and not quite so wide, the gain to our chosen work in calm nerves and breadth of interest and sympathy would even up for dropping work on schedule time for a symphony concert or a country walk or a visit with a friend—might even justify saving the cost of several A. L. A. conferences toward a trip to Italy!

This hurling at librarians advice to play more and work less reminds me of a story told by a southern friend. Years ago, in a sleepy little Virginia village, there lived two characters familiar to the townspeople, whose greatest daily excitement was a stroll down to the railroad station to watch the noon express rush through to distant southern cities. One of these personages was the station keeper, of dry humor and sententious habit, whom we will call Hen Waters; the other was the station goat, named, of course, Billy. Year after year had Billy peacefully cropped the grass along the railroad tracks, turning an indifferent ear to the roar of the daily express, when suddenly one day the notion seemed to strike his goatish mind that this racket had been quietly endured long enough. With the warning whistle of the approaching engine, Billy, lowering his head, darted furiously up the track, intending to butt the offending thunderer into Kingdom Come. When, a few seconds later, the amazed spectators were gazing after the diminishing train, Hen Waters, addressing the spot where the redoubtable goat had last been seen, drawled out: "Billy, I admire your pluck—but darn your discretion!"

The parallel between the ambitions and the futility of the goat, and the present speaker's late advice is so obvious that

only the illogicalness of woman can account for my cherishing a hope that I may be spared the fate of the indiscreet Billy.

Miss CAROLINE BURNITE, director of children's work, Cleveland public library, delivered the second paper on this subject, presenting the topic from another viewpoint.

#### VALUES IN LIBRARY WORK WITH CHILDREN—II

To elucidate principles of value, I shall use, by way of illustration, the experience and structure of a certain children's department where the problem of children's reading and the means of bringing books to them has been more intensively studied in the last nine years than was possible there before that time. At the time we took our last survey of the department it was found that probably about six out of ten of the children of the city read library books in their homes during the calendar year, and that each child had read about twenty books on the average. Four of the six procured library books from a library center; two of the six procured them from collections, either in their schoolrooms or in homes in their neighborhood. In all, fifty-four thousand children read a million books, which reached them through forty-three librarians assigned for special work with these children, through three hundred teachers and about one hundred volunteers. Now, we know that six out of ten children is not an ideal proportion and that fifty-four thousand may endanger the quality of book influence for each child, but both of these statements indicate conditions to be adjusted so that the experience of each reading child may contribute to the whole and experience with numbers may benefit the individual. To accomplish this end, work with the children was given departmental organization. My concern in this paper is with departmental organization as it benefits the reading child, and with the principles and policies which have been developed through departmental unity.

We think ordinarily that one who loves books has three general hallmarks—his reading is fairly continuous, there is permanency of book interest, and this interest maintained on a plane of merit. These three results always justify the reader and those who have influenced him, and if the consequent book interests of the library child were entirely such, they would prove to all laymen, without argument, that the principles are basic. But in the child's contact with the library there are many evidences of modifications of normal book interests; for, instead of continuity of reading, the children's rooms are overcrowded in winter and have comparatively small book use in summer; instead of permanency of book interests extending over the difficult intermediate period, we know that large numbers of those children who leave school before they reach high school have little or no library contact during their first working years and we sometimes feel that the interesting experiences with reading working children, which librarians are prone to emphasize, give us an impression of a larger number than careful investigation would show. As for quality of reading of the individual working child we cannot maintain that it is always on a high plane.

All these conditions we know to be largely the result of environmental influences. Deprived for twelve hours a day, twelve months in a year, of opportunity for normal youthful activities, the child's entire physical and mental schedule is thrown out of balance and his tendency is to turn to reading, a recreation possible at any time, only when there is no opportunity to follow other avenues of interest. The strain upon the ear and eye, and back and brain, is even greater in the shop than in the school, and in the consequent intense physical fatigue the tendency is toward recreations in which the book may have no place. The power of the nickel library over the child can be broken by the presence of the public library, but no intermediate gets away from the suggestion, by voice and print, of the modern

novel, with its present-day social interests. Consequently the whole judgment of the results of library work with children can not rest upon these general tests of normal book interests. Rather such variations from the normal are themselves conditions which influence the structure of the work and especially the principles of book presentation. If children are living in an environment which is not the best one for them, all the forces with which they come in contact should tend to correct the abnormal and give them the things their moral nature craves—freer and fuller thoughts, better and freer living, truth of expression, beauty of feeling. We must recognize that books also must be a force in reconstructing or normalizing the influences of their environment. Children with social needs must have books with social values to meet those needs—right social contacts, true social perspective, traditions of family and race, loveliness of nature, companionship of living things, right group association and group interests.

But while the pedagogical and moral values of books, that is the benefits of right reading for children of normal life, were fully analyzed, the children's department of which I speak had almost no written principle to aid in the enormous task of determining the influence of books on children with social needs. Appreciations of the social relationships and the interdependence of characters in books which have proven themselves moving forces in the lives of children, gained through the testimony of men and women who know their indebtedness to them—such books as "Little women," "Tom Brown," "Heidi," "Otto of the silver hand"—gave a fundamental principle upon which to work. Books should construct a larger social ideal for the reader instead of confirming his present one. Then arose this question: Should we have books with weak social values in the library as a concession to certain children, or by having them do we harm most those very children to whom we have conceded them? The gradual solu-

tion of this problem seems to me to be one of the greatest services which a library can render its children. So long as this question is in process of solution we may accept the following as a tentative reply: No books weak in social ideals should be furnished, provided we do not lose reading children by their elimination. If such books are the best a child will read and we take them away, causing loss of library reading interest, we permit him to sink further into his environment. With the last principle as a basis, the evaluation of books was accomplished in the evolution of the department. The cumulative experience of librarians working with children showed that many books which lead only to others of their kind were weak in social viewpoint, and that such books were the ones read largely by those children most occasional and spasmodic in their reading. Here was a determining point in the establishment of standards of reading, for it brought us face to face with the question, Shall we consider this situation our fault since we supply such books to children who need something better vastly more than do others, or shall we merely justify our selection by maintaining that those children will under no circumstances read a higher grade of books? However, it was proven at the same time that other books were read also by children with social limitations, which, although apparently no better on first evaluation, lead to a better type of reading and this gave us a fresh impulse to consider the evaluation of books as a constantly moving process, and prompted the policy of the removal of those types of books which were least influential in developing a good reading taste. This was done, however, with the definite intention that an increasingly better standard of reading must mean that no reading children be sacrificed, an end only possible by a fuller knowledge of the value of the individual book to the individual child.

Now let us see what changes have been evolved in the book collections in the de-

partment under consideration in the past seven or eight years.

In the first study of the collection and before any final study of books from the social viewpoint had been reached, the proportion of books of the doubtful class to those which were standard was considered, and it was seen that this proportion should be decreased in order that a child's chances for eventually reading the best might be improved. It was obvious that the reading of the young children should be most carefully safeguarded, and this was the first point of attack. As a result, these two types of books were eliminated:

1. All series for young children, such as the Dotty Dimples and the Little Colonels.
2. Books for young children dealing with animal life which have neither humane nor scientific value, such as the Pierson and Wesselhoeft.

At about the same time stories of child life for young children were restricted to those which were most natural and possible, and stories read by older girls in which adults were made the beneficiaries of a surprisingly wise child hero, such as the Plympton books, were eliminated.

The successful elimination of these books, together with the study of the children's reading as a whole, suggested within the next two or three years that other books could be eliminated or restricted without shock to the readers. On the pedagogical basis, certain types of books for young children were judged; on the social basis, certain types of books for older children, with results as follows:

1. The elimination of word books for little children, and the basing of their reading upon their inherent love for folk lore and verse.
2. The elimination of interpreted folk lore, such as many of the modern kindergarten versions.
3. The elimination of the modern fairy tale, except as it has vitality and individual charm, as have those of George MacDonald.

4. The elimination of travel trivial in treatment and in series form, such as the Little Cousins.
5. The restriction of an old and recognized series to its original number of titles, such as the Pepper series. The disapproval of all new books obviously the first in a series.
6. Lessening the number of titles by authors who are unduly popular, such as restricting the use of Tomlinson to one series only.
- \* 7. The elimination of those stories in which the child character is not within a normal sphere; for instance, the child novel, such as Mrs. Jamison's stories.
8. The restriction of the story of the successful poor boy to those within the range of possibility, as are the Otis books, largely.

Without analyzing the weaknesses of all these types, I wish to say a word about the series form for story and classed books. The series must be judged not only by content, but it must be recognized that by the admission of such a form of literature the tendency of the child toward independence of book judgment and book selection is lessened and the way paved for the weakest form of adult literature.

The last policies regarding book selection developed on the same principles within the past three years have been these:

1. The elimination of periodical literature for young children, such as the Children's Magazine and Little Folks, since their reading can be varied more wholesomely without it.
2. The elimination, or use in small numbers, of a type of history and biography which lacks scholarly, or even serious treatment, such as the Pratt histories.
3. Lessening the number of titles of miscellaneous collections of folk lore in which there are objectionable in-



dividual tales; as, for instance, buying only the Blue, Red, Green and Yellow fairy books.

4. Recognizing "blind alleys" in children's fiction, such as the boarding school story and the covert love story, and buying no new titles of those types.

Reports of reading sequences from each children's room have furnished the basis for further study of children's reading for the past seven months. These have been discussed and compared by the workers, and are now in shape for a working outline of reading sequences to be made and reported back to each room, to be used, amplified and reported on again in the spring.

While those books which are no longer used may have been at one time necessary to hold a child from reading something poorer, we did not lose children through raising the standard, and the duplication of doubtful books in the children's room is less heavy now than it was a few years ago. Also there are more than twice as many children who are reading, and almost three times as many books being read as there were nine years ago, while the number of children of the city has increased but 72 per cent. Furthermore, the proportion of children of environmental limitations has by no means diminished, and the foreign population is much the same—more than 75 per cent. Of course, the elimination of some books was accomplished because there were better books on these subjects, but the general result was largely brought about because in the establishment of these higher standards we did not exceed the standards of those who were working with the children. The standards which they brought to the work, and which they deduced themselves from their experience, were strengthened through Round Table discussion, where each worker measured her results by those of the others and thereby recognized the need of constant, but careful experimentation. A children's department can not reach standards of reading which in the judg-

ment of the librarians working with the children are beyond the possibility of attainment, for with them rests entirely the delicate task of the adjustment of the book to the child. A staff of children's librarians of good academic education, the best library training, a true vision of the social principles, a broad knowledge of children's literature, is the greatest asset for any library maintaining children's work.

But it is true inversely that in raising the standards of the children the standards of the workers were raised. By this, I mean that there were methods of book presentation in use whereby the worker saw farther and deeper into the mentality of the child and understood his social instincts better. This has been evidenced in the larger duplication of the better books. The methods are those which recognize group interest and group association as a social need of childhood. Through unifying and intensifying the thoughts and sympathies of the children by giving them, when in association with their own playmates, a common experience of living in great and universal thought in the story hour, the mediocre was bridged and both the child and the worker reached a higher plane of experience. By giving children a chance for group expression of something which has fundamental group interest, not only the children recognized that books may be cornerstones for social intercourse and that there is connection between social conduct as expressed in books and social obligation, but, what is also vastly important, the worker learned that when children are at the age of group activity and expression they can often be more permanently influenced through their group relations than as individuals.

Through the recognition of the principle that there are standards of book use with individual children and other standards of book appeal for groups of children, it was shown that the organization of the work as a whole must be such that all avenues of presentation of literature could be fully developed. It was seen that far less than with the individual child could

we afford to give a group of children a false experience or impotent interest, and that material for group presentation, methods of group presentation and the social elements which are evinced in groups of children should receive an amount of attention and study which would lead to the surest and soundest results. This could be fully accomplished only by recognizing such methods as distinct functions of the department, to be maintained on sound pedagogical and social bases. In other words, that there should not only be divisions of work with children according to problems of book distribution, such as by schools and home libraries, but there must be of necessity divisions by problems of reading. Whereas, in a smaller department all divisions would center in the head, the volume of work in the library above alluded to rendered necessary the appointment of an instructor in storytelling and a supervisor of reading clubs, which has resulted in a higher specialization and a greater impetus for these phases of work than one person could have accomplished. Here we have an instance of the benefit that a large volume of work may confer upon the individual child.

With the attainment of better reading results and higher standards for the workers, it was obvious that the reading experiences of the children and the standards of the workers must be conserved, that the organization should protect the children, as far as possible, from the shock of change of workers in individual centers. Within the past two years considerable study has been given to this, and yearly written reports on the reading of children in each children's room are made, in which variations of the children's reading in that library from accepted standards, with individual instances, are usually discussed. However, the children's librarian is entirely free to report the subject from whatever angle it has impressed her most. Also a written report is made of the story hour, the program, general and special reading results, and intensity of group interest in certain types of

stories. This report is supplementary to a weekly report in a prescribed form of the stories told, sources used and results. All programs used with clubs are reported and a semi-annual report made of the club work as a whole. A yearly tabulation is made of registration from public and parochial schools, giving registration in all libraries, class rooms and home libraries. By discussion and reports back to individual centers, these become bases for a wider vision of work and a wiser direction of energy with less experimentation.

The connection between work with children and the problem of the reading of intermediates, referred to in the beginning, should not be dismissed in a paragraph. However, it is only possible to give a short statement of it. Recognizing that the reading of adult books should begin in the children's room, a serious study of adult books possible for children's reading was made by the children's librarians for two summers, the reports discussed and books added to the department as the result. A second report of adult titles which children and intermediates might and do read was called for recently and from that a tentative list has been furnished both adult and children's workers for further study. The increasing number of workers in the children's department who have had general training, and in the adult work who have had special training for work with children will make such reports of much value. It may be interesting to know that fifteen of the children's librarians have had general training and six adult workers in important positions have had special training for children's work. Four years ago there were only three in children's work who had had general training and none in adult work with the special training. In order to follow the standards of children's work, there is one principle which is obvious, namely, a book disapproved as below grade for juvenile should not be accepted for general intermediate work. This is especially true of books of adventure which a boy of any age between 12 and 18 would read. It has been possible

to raise the standard of books for adults in the school libraries above that of the larger libraries. This will furnish eventually another angle for the study of the problem of intermediate reading.

In conclusion, the chief influences in the establishment of right reading for children are an intensive study of the reading of children in relation to its social, moral and pedagogical worth to them, the right basis of education and training for such study on the part of the workers, the direction of such study in a way that brings about a higher and more practical standard on the part of the worker, and the conservation of her experience. These are the great services which the library should render children, and they can be most fully accomplished through departmental organization.

These papers were followed by a discussion, led by Miss Stearns and Mr. Rush, in which advice was given to those selecting children's books to eliminate, in buying new books, those which would be eliminated later, and the suggestion was made that children's librarians should enter the field of writing children's books. Dr. Bostwick of St. Louis then gave a report on

#### VOLUME OF CHILDREN'S WORK IN THE UNITED STATES

We may divide the history of work with children into three epochs. During the first, our libraries were realizing with increasing clearness the necessity of doing something for children that they were not doing for adults. During the second this conviction had taken the practical form of segregation, physical and mental, and its details were worked out with definiteness. In the third, in which we still are, the whole administrative work of the library for children is being systematized and co-ordinated. These three stages may be roughly styled the era of work with children, the era of the children's room and the era of the children's department. The first began, in any particular library, when that library began to do anything whatever for children that it was not doing for

adults; the second, when it opened its first children's room; the third, when it co-ordinated all its children's work under one administrative head. In most libraries the first period was relatively short; the second relatively long. Some libraries began their work by establishing children's rooms, reducing the first period to zero. Some large libraries are still in the second period, never having co-ordinated their children's work. Here are the approximate dates for a few libraries:

	1	2	3
Cleveland .....	1894	1898	1903
New York .....	1895	1898	1902
Pittsburgh .....	1898	1898	1898
St. Louis .....	1893	1897	1909
Milwaukee .....	1896	1898	....
Chicago .....	1904	1904	....
Brooklyn .....	1899	1899	1901
Boston .....	1895	1895	....

I lay no stress on the accuracy of these dates, particularly in the first column, where in some cases they are matters of opinion. Pittsburgh appears as a unique example of a library that stepped full-fledged into all three stages at once, starting off, as soon as it began to do children's work at all, not only with a children's room, but with a definitely organized department to conduct the work.

With the idea of presenting comprehensively some idea of the volume and importance of children's work in the United States at the present time, a questionnaire was sent out to libraries (78 in all) whose total home use was 100,000 volumes or more. Of these 51 responded. These have been divided into five groups, five "very large" libraries, circulating more than 2,000,000; eight "large" ones, between one and two million; seven "medium," between half a million and a million; thirteen "small," between quarter and half a million, and eighteen "very small," from 100,000 to 250,000. The results for each of these groups have been stated separately—averaged where possible.

First, regarding the total volume of work. The answers to the questions show

that in 51 of the 78 largest public libraries in the country, graded by circulation—libraries containing altogether nearly 3,000,000 books and circulating a total of over 30 millions—there are now 1,147,000 volumes intended especially for children. Children drew out during the last year 11,200,000 volumes for home use. Volumes for children added during the year numbered 280,000. These libraries have 231 rooms devoted entirely to children and 180 used by them in part, with a combined seating capacity of 15,900. Classroom libraries are furnished for the children in the schools, by 31 libraries reporting, to the number of 5,000.

Children in 46 libraries reporting hold altogether 413,000 library cards. There are 42 supervisors of children's work, with numerous clerical assistants and staffs of 473 persons, of whom at least 177 are qualified children's librarians, 108 are graduates of library schools, and 54 have had partial courses.

The general conclusion deducible from the statistics gathered seems to be that in some ways library work with children has become standardized while in others it has not. Standards, whether permanent or not, we can not tell, have been reached or approximated in the number of books devoted to children's use and, in general, in the proportion of the library's resources, time and energy that is given to this branch of the work. But when we come to the specific number of assistants assigned to it, their supervision, their pay and the grade of experience and training required of them, then we all part company. Not only is there no general agreement here, but some of the discrepancies are so large that we can ascribe them only to the fact that we are still in the experimental stage.

For instance, to take first the fairly uniform or standardized conditions, the fraction of the stock of books allotted to children is about one-fifth in the larger libraries and decreases slightly in the smaller; in the very small it is about one-eighth. The proportion of juvenile books added

yearly is much larger; it varies from nearly one-half in the very large libraries down to one-fourth in the very small. This would seem to be a result of the increasing stress laid on children's work. If this proportion is maintained in the annual purchases, that in the total stock may approximate to it in time, although we can not be sure of this without knowing the ratio of the life of a children's book to that of an adult book. The children's books are doubtless shorter-lived, and this would tend to keep the proportion down in the permanent stock. The circulation is still more nearly uniform, being about one-third to children in all the classes of libraries. The proportion of money spent for children is also uniform, being about one-fourth in libraries of all sizes. The same is true of the number of children's rooms, which throughout all classes of libraries, both large and small, are in the proportion of one to every 60,000 to 70,000 of circulation, and of their seating capacity, which is 60 to 70 per room.

Looking on the other side of the shield we find the greatest variation in the proportion of children's cards in use, which runs from less than one-half up to nearly all. From one to five supervisors are employed in each library but some of the very large libraries use only one and some of the small ones as many as three. The same is true of clerical assistants, of which some of the very small libraries report as many as three, while some of the very large get along with as few as two.

Salaries are fairly uniform, although apparently smaller than the work would warrant. Whereas the children's circulation is about one-third the total, the salaries in the juvenile department are from one-seventh to one-eighth the total throughout. In the "small" libraries they are only one-eleventh of the total.

The distribution of library-school graduates is very irregular. Some libraries in all classes have none at all. In the three lower classes no library has a larger number than three. In some of the larger libraries there may be as many as 20 or 30.

I am aware that some of this irregularity, which I have called a lack of standardization, may be due to differences in nomenclature. Assistants, for instance, having precisely the same duties may be described as supervisors in one library and not in another. This will not explain everything, however, and the conclusion is inevitable that in the respects just noted no uniformity has yet been reached by libraries. It seems to me that this lack of standardization has made its appearance in precisely the place where it might have been expected—namely in the third of the three periods already mentioned, that of co-ordination and systematization. This is the latest period; some libraries have not yet entered upon it and most of them are young in it. In other words, children's work is much older than the systematic administration of a children's department, or a system of children's rooms. Hence, children's work in general—the selection and purchase of books for children, the planning of children's rooms and their administration as units—has existed long enough to become standardized. We know what we want, having passed through the stage of experimentation.

This is not true of the administration of a children's department—the grading of assistants, the organization of a compact body of workers with its expert supervision, the settling of questions of disputed jurisdiction that necessarily arise in cases of this kind. It is on this part of their work that children's librarians need to focus their attention for the next few years. It is time, not perhaps to withdraw our eyes from the older questions but to transfer our gaze in part to the newer. We need to talk less about the size of our juvenile collection, methods of selection of children's books, the salaries of our assistants, ways of increasing our circulation, sizes and plans of children's rooms, and so on, and more about the organization and administration of the children's department as a whole—the duties of the supervisor and her assistants; her relations with the heads of other departments and

with branch librarians, the measure of control shared by her with heads of branches in case of children's librarians of branches, the existence of separate grades, corresponding to separate duties or variation of qualifications, among the children's librarians; insistence on training adapted to these different grades. Time forbids me to go into details, and I can but suggest these points for your consideration. Into one point, however, I feel like going a little more fully:

We need more special training for children's work. It is the one kind of specialization that we have attempted in our schools, and we must have more of it and more kinds of it. This of course is but a single case in the more varied program of special training that I am convinced we shall have to take up before long. In the course of an interesting debate on this subject in the A. L. A. Council last January it developed that most of the librarians present looked upon specialization as impractical. In particular they believed it impossible for a student to look forward so definitely to special work that he could decide on the special courses that would benefit him. The man that had taken the college-library course might become a superintendent of branches; the qualified municipal reference librarian would go, perhaps, into an applied science room. This may be so now but it cannot long remain the case. Even now we can not carry this line of argument much further without making of it a *reductio ad absurdum*. Why go to a library school at all when, after all, you may accept the headship of a grammar-school on graduation, or even decide to travel for a hardware house? Why should we attempt to train one man for a lawyer and another for a physician when both may prefer farming? We are getting away fast from the old idea, born of pioneer conditions, that anybody can do anything if he tries. We shall have to travel further enough from it to satisfy ourselves that an expert university librarian will have to be trained for his post and not for that of head of the supply

department in a public library. We have learned that a children's librarian does her work better for special training; may it not be that we shall have to make some difference in the future between training, let us say, for supervisory work, for the charge of a branch children's room, and for the duties of an assistant of lower grade?

In closing, let me say again that we need to focus our attention at present on the organization and administration of a children's department, especially on the places where it interlocks with that of other departments. The study of this matter

should not be entrusted to children's libraries alone, for the standardization of work involving more than one department should not be *ex parte*. The matter should be in charge of a committee including in its membership both chief librarians and the heads of children's departments—possibly also the children's librarian of a large branch library and a branch librarian.

The volume of the work is now remarkable; its organization has gone beyond that of some other departments in attention to detail; the question of its co-ordination and of interdepartmental relations should now be taken up systematically.

	Libraries Averaged	Very Large Over 2,000,000	Libraries Averaged	Large 1,000,000-2,000,000	Libraries Averaged	Medium 500,000-1,000,000	Libraries Averaged	Small 250,000-500,000	Libraries Averaged	Very Small Under 250,000
Av. number volumes in library...	5	658,416	8	286,643	7	150,200	13	92,236	18	58,355
Av. juvenile volumes in library...	3	136,080	7	57,348	6	26,750	12	16,244	16	7,496
Av. cost of juvenile volumes.....		Not given	2	\$22,000	5	\$21,316	2	\$9,750	2	\$ 3,843.49
Av. volumes added during year...	5	73,098	8	30,172	7	15,654	13	8,898	18	4,405
Av. cost of volumes added during year .....	5	\$70,976.88	7	\$27,244.25	7	\$15,001.75	10	\$ 8,851.81	17	\$ 4,467.22
Av. juvenile volumes added during year .....	4	32,100	6	12,383	6	5,875	13	2,661	17	1,247
Av. cost of juvenile volumes added	3	\$18,928.92	3	\$ 7,801.86	6	\$ 4,428.10	3	\$ 2,876.00	9	\$ 1,207.01
Av. circulation for year.....	5	3,973,150	8	1,214,068	7	714,784	13	339,059	18	175,928
Av. juvenile circulation for year...	5	1,451,569	6	501,389	7	227,697	13	122,739	17	56,475
Av. number children's rooms in system .....	5	23	8	6	7	3	13	2	18	1
Av. number rooms used in part by children .....	5	7	7	7	6	3	9	4	13	3
Av. seating capacity of children's rooms .....	5	1,502	8	467	7	233	11	150	17	79
Av. classroom libraries .....	2	314	7	301	7	201	8	83	7	31
Av. home libraries for children...	1	56	3	26	1	25	3	3	1	6
Av. deposit or delivery stations not included in above .....	4	52	7	22	7	12	9	12	12	4
Av. volumes on shelves open to children .....	3	129,413	7	52,067	6	40,326	10	13,721	13	5,504
Av. juvenile cardholders .....	2	34,942	7	28,501	4	14,470	11	7,056	14	5,230
Av. age limit of juvenile cardholders .....	2	15	7	15	3	14	8	15	14	14
Av. estimate of juvenile cards in use .....	2	*46,332	5	20,845	4	9,436	7	6,172	11	2,704
Av. supervisors of children's work .....	4	1 to 5	7	0 to 5	5	1 to 2	7	1 to 3	3	1
Av. salary paid supervisors.....	1	\$2,000	6	\$1,174	5	\$1,070	7	\$760	3	\$846.66
Av. clerical assistants in children's work .....	1	2	5	2	4	1 to 3	5	1 to 3	2	1 to 3
Av. salary paid clerical assistants.	1	\$705	4	\$524	4	\$600	5	\$516	1	\$420
Av. children's librarians.....	4	20	7	1 to 11	5	1 to 9	12	1 to 3	17	1
Av. salary paid children's librarians .....	4	\$786.82	7	\$896	5	\$648.50	12	\$829.16	17	\$801
Av. additional assistants giving full time to children's work.....	3	4 to 83	4	2 to 27	2	2	4	1 to 3	9	1 to 4
Av. salary of such assistants.....	3	\$560.33	4	\$714	2	\$690	4	\$524	9	\$512.22
Av. assistants giving part time to children's work.....	1	2	2	10	..	..	2	1	4	2 to 7
Av. salary paid such assistants...	1	\$576	2	\$654	..	..	2	\$288	4	\$591
Number library school graduates.	4	1 to 21	8	0 to 29	7	0 to 2	11	0 to 3	16	0 to 3
Number assistants having had partial library school courses.....	4	3 to 11	5	0 to 8	6	0 to 5	11	0 to 1	13	0 to 2

Number trained in local library...	4	4 to 56	7	0 to 15	7	1 to 9	10	0 to 3	16	0 to 4
Number trained in other libraries..	4	3 to 10	7	0 to 1	7	0 to 1	9	0 to 2	12	0 to 1
Pages giving full time to children's work .....	3	0 to 11	6	1 to 8	7	0 to 2	12	0 to 2	15	0 to 2
Av. yearly salaries for entire staff (not including janitors).....	4	\$170,453.82	8	\$74,503.90	6	\$30,844.90	12	\$19,984.81	17	\$10,159.22
Av. yearly salaries children's department .....	2	\$20,080.00	8	\$11,032.33	6	\$4,144.75	12	\$1,726.33	14	\$1,306.61

\*Not the same libraries as are represented two lines above.

†Maximum.

‡For first year.

## SECOND SESSION

The second session of the section was held June 27th, at 2:30 p. m., in the ballroom. Miss MARTHA WILSON, supervisor of school libraries, state department of education, St. Paul, Minnesota, read a paper entitled

### POSSIBILITIES OF THE RURAL SCHOOL LIBRARY

On the outermost fringe of library influence they wait—the country children.

To fulfill to them the mission of the library, to make books necessary and accessible, we must take account of the agency which touches the life of even the most remote group—the country school.

Relationships between libraries and schools have long afforded discussion and the librarian is rare who does not feel a sense of her share in the educational work of the town and her responsibility in making her library serve as an adjunct to the school, supplementing or supplanting its library resources.

The country school and its library has in the main been outside this friendly concern or ministration on the part of the town library and but little account taken of it as a part of the library resources or possibilities of a county or state.

The present revival of rural interest has quickened every phase of country life, social, economic and educational.

The country school has shared in the enlargement of interest and is undergoing many radical changes in its spirit, its teaching, its relationships to the neighborhood and the world outside.

While in former times the country child

went to school only when not needed at home and received through the year an intermittent schooling, amounting in all to but few weeks a year, compulsory education laws in the majority of states have prolonged the period which he now actually spends in school, and subsidies in state aid for longer terms have lengthened the season through which the school is in operation.

The new emphasis on country life is a transforming effect on the country school, "the ragged beggar sunning" is being replaced by a modern building planned according to state regulations, with regard to comfort and convenience, seats and lighting are seriously considered and the individual drinking cup adds the last touch of modernity.

It is changing its teaching as carefully. The leaders in country school work are striving to give a standing to country service, to reshape it to new country conditions and connect its work very definitely with the neighborhood in which it is placed.

In Minnesota there are three types of rural schools. The first of these is the one-room, one-teacher school in an isolated community where every grade is represented and all subjects taught. The second type is the associated school where several districts have connected themselves with a town school, where the pupils of high school age are received on the same term as their town cousins, and the one-room schools continue the work with the lower grades in the country but under the supervision of the central school. The third is the consolidated school where a number of districts have combined and

established in a town, village or open country a modern school for the grades and high school, transporting to it all the children within the radius of five miles.

In all of these schools, the old course of study is adapted to include health instruction, nature study or agriculture, some manual training, sewing and cooking. The high school training departments and the normal schools are making all haste to prepare teachers to fulfill the new requirements while the teachers already at work must bring themselves up to grade at the summer schools. The practical subjects make a strong appeal. A country teacher at the summer school was heard to remark that "the rope-tying lessons were awfully interesting and the course in agriculture was just grand."

As a help in the new order of things a strong school library is needed more than ever. Even in the smallest school there is indeed a collection of books known as the school library, the heritage of the years. These show no design in selection further than meeting the state aid requirement of the expenditure of a certain amount of money every year for library books. The trail of the book agent is over them all: witness the sets; Motley—"History of the United Netherlands," Grote—"History of Greece," Gibbon—"Rome," and such subscription books as "Lights and shadows of a missionary's life" and "The Johnstown flood."

The erstwhile teachers and their interests have left an impress; the correspondence courses which they pursued while teaching are reflected in such books as Hamerton—"Intellectual life"; "The literature of the age of Elizabeth"; and all the Epochs, and Eras and Periods in which they delved for credits; their faith bears witness in the "Life of Luther" found in every school library in one western county and their hopes in "How to be happy tho' married," common in another.

The average number of volumes in each school is impressive in reports, but inspection of the libraries too often shows that the majority of the books are entirely use-

less in connection with the school work and quite beyond the grasp and interest of the pupils who may be typified by little moon-faced Celestia who trudges two miles through the pine forest to the little log schoolhouse and to whom an illustrated book is a revelation of worlds unknown; Anna, eleven years old, who at the time of our visit was doing the work of the household and caring for her mother and the new baby brother before she came to school, for in this county the size of the state of Connecticut there are but five doctors and fewer nurses; Mary, aged 13, who keeps house for an older brother and his logging "crew" of four grown men; and little Irven, 7 years old, who reads so fast the words can hardly come and who is willing and eager to aver in round childish scribble that his favorite books are "Seven little sisters," Eskimo stories and Fairy stories and fables.

However hard to realize, the needs are simple to state; better books and direction in their use.

In many of the newer libraries there are many good and suitable books and the more progressive county superintendents are paying more attention to their libraries, making use of the suggestive lists furnished them and selecting all the books for the schools in their counties. One proudly reports the purchase in his county in the last year of 2144 real children's books. The standardization of the state school list has helped in later years, and as they are obliged to buy from this list there is a pleasing lack of "Motor boys" and "Aeroplane girls."

Some few of the teachers have the notion of the purpose of the school library and are eager to extend its influence. One teacher, combining school work with homesteading, asked for help in getting illustrated books and pictures, explaining that he found it difficult to give images to the words in their texts as the children in his school had never seen a locomotive, a train of cars, a bridge, a tower, a brick or stone building, and the nearest approach to the palace of which they read



in their stories was the two-story square frame building in the adjoining settlement. The teacher of Anna and Mary realizing that they would not be allowed to stay in school longer than the law required, having now had more schooling than their father or mother, was trying to give them some simple instruction in household work and was glad to know of "When Mother lets us cook" and the simple books of sewing; and the town girl teaching her first term in the country school tells of her experience in using books of drawing to tame the young "Jack-pine savage" who had been the bully of the school.

The country teacher, as a type, is hardly more than a child herself, born, or transplanted at an early age, into pioneer conditions of work and living with the energies and thought of the family concentrated on getting a start in life in the new land.

In these homes books have not been plentiful, in some the catalog of the mail order house is often the only printed matter in evidence, having apparently displaced the family Bible from its time-honored place on the center table.

In the early schooling and life of the country teacher only the text-books have left an impress and when she is asked at a country teachers' meeting or in the beginning of her normal school course to name favorite children's books, she puts down the texts she studied in the country schools, the Baldwins, the Carpenters, the Wheelers and the rest.

The stage of poverty and extreme hardship is fast passing. With increased prosperity comes the opportunity for better things, usually desired by the children, not always by the parents.

The school inspector was urging a new schoolhouse. The farmer thought this one good enough. After dinner they went out to see the fine stock and seeing the splendid barns for the stock the inspector said: "You provide such good buildings for your stock you ought to be willing to do something for your children." The farmer still demurred and the inspector pressed the

matter. "Do you care more for your stock than for your children?" The farmer became indignant and said: "I want you to know that stock is thoroughbred." If the parents have lost or never had the power to enjoy books, the school and the library must see to it that this asset is given the child in the country, who tomorrow must deal with the problems of the new country life more complex than his fathers have known; the farmer's wife to become emancipated must learn to use the books which will help her, and there must be foundations for the larger citizenship for in spite of all efforts to keep the boy on the farm he will continue to join the ranks of the financiers, the doctors, the judges, the governors and the like.

The newer idea of the use of books and reading in the country schools is taking hold if sometimes vaguely. "I tell them to read library books," she said when asked what use she made of the school library. "Oh no, I have never read any of them myself," and "Little women" and "Captains courageous" and many other live children's books stood in perfect condition on the shelf, though there were a number of children in the school old enough to enjoy them, and only such books had been used as the more adventurous spirits in the school had tasted, found good and passed on to their fellows.

Few children have books of their own—one-third—one-fourth—one in ten being the answer which comes from the teachers to this query. Generally speaking, they read the books in the school library or none at all unless there is a traveling library at hand.

Teachers' training departments in the high schools are doing much to help the country school. In the year's work the students get much of the spirit as well as methods of country school teaching for the training teacher is usually eager to give them all she has of enthusiasm and efficiency and reaches out for all help in her work.

In one teacher's outlines, familiar looking notes on book selection and lists of

children's books were discovered. She had patiently copied them from the summer school notes of the librarian in her home town and was using them with her students. In addition to her regular work she looks after the school library which is open to the public and also gives help to schools in the country in the arrangement of their school libraries. In most of these departments some work is attempted on the rural school library with required reading of children's books.

The town librarians find these classes an opportunity to extend their influence by talks in the schools and showing the resources and use of the library. Acquaintance and work with country teachers helped one librarian to put through a long-cherished, long-fought scheme of county extension. As the teachers understand more fully the help they can get from the library the more eagerly they consult the librarian about their work.

The inclusion of talks on children's books, reading and school libraries on the programs of the county teachers' and school officers' meetings, talks and exhibits at district and state educational gatherings and the University weeks have helped to give school libraries new importance in the estimation of the teachers.

The country school library to become useful must be reduced to a collection of books suited to the ages of the pupils as well as to the work in the school. As elsewhere, the best way to get the country child to read the best books is to have no other kind.

Recent library legislation makes it possible for any country or town school library in Minnesota to combine with a public library for service. They may turn over their books not needed in the school and what is more valuable to the library, the fund which they are annually required to spend for library books. In return the library must furnish the school with traveling libraries of books selected from the state school list, suited to the pupils in the school, and the school may also be a dis-

tributing point for books for the neighborhood, a real branch.

In some of the associated school districts the central library sends to the associated schools traveling libraries purchased by the district or borrowed from the library commission. In others, the country pupils act as a circulating medium for the central school library. In one town the school and town jointly maintain a good library with a competent librarian in the school-house and it successfully serves the town, the pupils for their reference work and the country 'round about through the country boys and girls who come in every day to school.

The village or open country consolidated school presents yet another opportunity. These schools are the direct outgrowth of the new spirit of country life and are planned to minister to the social as well as the educational needs of the combined districts, and serve as a social center. The library is an important part of the equipment for this work.

State plans for these buildings include a good-sized assembly room, and a room for a library is required. The principal of the school must be shown how the library may help him in his work and he must be assisted in the selection of books not only for the school work but also for the boys' and girls' club, the potato and corn growing contests, the farmers' club, the women's club, the debating societies, literary evenings, and social gatherings which he plans to make features of his school.

Such are some of the possibilities. To make them realities, the teachers must be trained in an understanding of the purpose of a library and a knowledge of children's books, and every library agency in every county and state must be quickened toward the most remote of "all of the children of all of the people."

In the discussion by Mr. Kerr, Miss Burnite, Miss Brown, Miss Allin, Miss Zachert and Miss Hobart, which followed, the following points were made: That the time to accomplish the work in question is

when the teachers are in the normal schools, that such work should be based upon the teachers' intensive knowledge of children's books, and that influence may be gained by approaching the superintendents and by using as advertising mediums the school papers to which the teachers subscribe.

Miss Power then gave the chair to Miss Mary E. Hall, librarian Girls' high school, Brooklyn, N. Y. Miss Hall introduced Miss MAUDE McCLELLAND, who told of her work in charge of the library in a high school in Passaic, N. J., pronounced by Miss Hall to be a model of its kind. Miss McClelland made a very happy comparison of the old time school boy and the school boy of today and discussed modern high school methods of helping children to meet actual problems in life.

Miss McClelland said in part:

#### THE WORK OF A HIGH SCHOOL BRANCH

In the preface to a volume of essays entitled "Literature and life," William Dean Howells defends the doctrine that the tree of knowledge, so familiar to all of us, is in reality but a branch of the tree of life. Literature, instead of having a separate existence of its own, is, as a matter of fact, but a part of life, and all that is necessary to make it a vital force in the lives of human beings is to establish its identity with life.

Now the emphasizing of this unity of literature and life has become the self-appointed task of the modern public library—a task which it is approaching from a number of different angles, such as work with children, work with clubs, work with foreigners, and work with schools. Something of what the library is doing along one of these lines—that of work with schools—may be learned by studying the methods in use in the high school branch of a public library.

Perhaps these methods may best be illustrated by contrasting the school days of two brothers, Adam and Theodore. Now Adam went to school in the good old days

when there were no high school libraries, and indeed very few libraries of any kind. At 9 o'clock every morning the active interests of life ceased for him. He then entered the schoolhouse and began the study of a set of lessons, which far removed from real life in themselves, could not be made intensely vital even by the best of teachers, because there was no library in the building upon which the teachers could draw for books and other materials to illustrate the connection between the classics and real life.

The first subject upon his program was ancient history. This he learned with the aid of a text-book, condensed in form, and attenuated in spirit. To him the book was a collection of disagreeable facts to be learned by heart and then forgotten as quickly as possible after examinations were over.

Now, when Adam's brother Theodore entered the school, matters had changed. A branch of the public library had been installed, and the history teacher was no longer handicapped in her work. The members of Theodore's class had all been given special topics for investigation, so when the class in ancient history was called, one pupil drew upon the board the plan of a Greek house, which he had copied from Harper's classical dictionary, while another pupil, who had been to the library and interviewed Gulick's "Life of the ancient Greeks," described the furniture and cooking utensils of the Greeks, and told about the kind of things they had to eat. And Theodore began to realize that after all, those ancient Greeks were real people, just like other real people. So from that history lesson he carried away inspiration from the life of the past toward the living of his own life of the present and future.

The next lesson on the schedule for the day was English. Now, when Adam went to school, he had been rather fond of reading—but that there could be any connection between reading and the English work given him at school never entered his head for a moment. True, they did some reading in the English class, but it was read-

ing in which he wasn't very much interested, though he supposed that in some vague way it probably did him a great deal of good. The real reading, which he did surreptitiously at home was of an entirely different kind. Far from imagining that he derived any benefit from it, he at times even feared that he was endangering his immortal soul. But he felt that the pleasure was worth it. The two kinds of reading, if tabulated, would be about as follows, the comparative amount done being in about the ratio of 16 to 1 in favor of the kind he liked—if he had luck in borrowing books from the boys:

School Reading	Home Reading
Rhetoric and composition.	The downward path or A debt of vengeance.
Evangeline.	Helping himself.
Pilgrim's progress.	A leap in the dark.
Selections from Milton.	Trapped in his own net.
Lady of the lake.	

The school reading was unexceptionable as to literary character, but, at least for the growing boy of average intelligence, it seemed to lack attractiveness.

When Theodore entered the English class in high school, times had changed. The first thing the teacher did was to give him a list of books for home reading. At the top of the list was written, "These books may be borrowed either from the high school branch or from any other branch of the public library." On the list were such books as "Huckleberry Finn," "Tom Sawyer," "The jungle books," "Story of a bad boy," "The wonder book and tanglewood tales," "Treasure island" and "The man without a country."

Now, these books have literary character; they are attractive; furthermore, they were written by authors who at all times observe with proper respect and deference the laws of the English language.

So, once more, through the aid of the library, we find the connection between literature and the joy of life established.

In the old days, not much had been said about vocations, or working for a living. Indeed, the only ambition considered really

worth while was that of going to college and becoming educated. To leave school before graduation was rather a disgrace, and if any boy was, like Lady Macbeth's guests, by force of circumstances, compelled to "go, and stay not upon the order of his going," his method of departure can best be described by the expression, "slinking out." But now, Theodore found the school ready and willing to help all those who had to leave school to go to work; and again, the connection between real life and school was established.

And if Theodore found that the library was not lacking in books that would help in the practical issues of life, neither did he find a dearth of the books that are needed for companionship—the books that we are inclined to group under the heading "Cultural reading." Oliver Wendell Holmes, in one of his essays, says, speaking of libraries, that he has the same easy feeling when among books that a stable-boy has among horses. And it is perhaps along this line—that of inculcating a real love for books—that the greatest work of the high school library lies.

In an article on "Children's reading" in Harper's Weekly for May 31 there are some valuable suggestions for the librarian, not least among them that contained in the last paragraph, which I shall quote:

"An excellent suggestion is that in all public schools there should be, as well as the supervisor of drawing, and the supervisor of music, and the supervisor of manual training, a supervisor of the art of reading. For is not reading, after all, an art, and an uplifting, consoling and educative art?"

Mr. SAMUEL H. RANCK, librarian of the Grand Rapids public library, read a full and interesting paper on

#### THE LIBRARY'S OPPORTUNITIES IN VOCATIONAL GUIDANCE

In October, 1911, the Grand Rapids public library published in its monthly bulletin an outline of the Central high school course in vocational guidance, with a se-

lected list of the library's books on this subject for teachers and pupils. Five thousand copies were printed, and no number of the bulletin we have ever published has received so much attention. Requests for it have come from all over the world, and a number of institutions have purchased as many as 50 copies. This bulletin is now out of print. In the near future, on the basis of our experience of the last few years, we expect to publish a revised edition of the vocational guidance list, which will include much new material purchased on this subject in the last two years.

Although this list has received so much attention outside of the city its greatest success has been in the city itself. It has brought to the library a great number of young people for the books for circulation and to the reference department for the preparation of all sorts of themes on vocational subjects as a part of their high school work in English. It is not an uncommon thing to find from 20 to 50 high school students at one time working on this subject in our reference department. Incidentally this work at the library has been a splendid training for the boys and girls in the use of the reference books, and regardless of any direct effect it might have on their choice of a career it is certain that the consideration of a number of subjects in connection with the possibility of their being followed as a vocation tends to broaden the life of any young person.

At first this work was regarded somewhat as a joke by some of the pupils but there has been less and less of this as time goes on. No work that the library has ever done in the way of making certain classes of books known to its readers has met with anything like the response as has this work of co-operation with the Central high school.

All through this work the thought of the library has been that it is a co-operating agent rather than an institution working independently, and it seems to me that in all work of this kind the teacher and the school through their intimate personal knowledge of the child are in a much

better position to guide the boys and girls than is the library. The library's place is simply that of being fully alive and sympathetic with the whole situation, and in putting forth every effort to gather all available data and to supply the needs of those who can use printed material on this subject. It does not of course neglect opportunities for personal influence, but it seems to me that the library can not take the initiative in the same way nor on the same scale as does the school. Through the reading rooms the library has special opportunities to direct the "misfit" who comes to the library for a clue to a better occupation.

Along with the list in our bulletin of October, 1911, which by the way includes only things in the circulating department of the library, we published an outline of work in vocational guidance in the Central high school by Principal Davis. The following is his statement and the outline, as then in use, since modified somewhat on the basis of practical experience.

#### **Outline of Work in Vocational Guidance in the Central High School**

**By Jesse B. Davis, Principal**

"Vocational guidance aims to direct the thought and growth of the pupil throughout the high school course along the line of preparation for life's work. The plan is intended to give the pupil an opportunity to study the elements of character that give success in life, and by a careful self-analysis to compare his own abilities and opportunities with successful men and women of the past. By broadening his vision of the world's work, and applying his own aptitudes and tastes to the field of endeavor that he may best be able to serve, it is attempted to stir the student's ambition and to give a purpose to all his future efforts. Having chosen even a tentative goal his progress has direction. In the later study of moral and social ethics he has a viewpoint that makes the result both practical and effective.

"In order to reach all the pupils in the

high school this work is carried on through the department of English, which subject all pupils must take. Brief themes and discussions form the basis of the work. Pupils are directed in their reading along vocational and ethical lines and are advised by teachers who have made a special study of vocational guidance. The following outline is but suggestive of the types of themes and discussions to be used. Each teacher is given opportunity to use her own individuality in working out the details of the scheme.

#### "Outline

##### First Year

1st Semester—Elements of success in life.

1. Every day problems.
  - (a) The school. (b) The home. (c) The athletic field. (d) The social group.
2. Elements of character.
  - (a) Purpose of life. (b) Habit. (c) Happiness. (d) Self-control. (e) Work. (f) Health.

2nd Semester—Biography of successful men and women.

1. Character sketches.
2. Comparison of opportunities of ..... with self.
3. Comparison of qualities of ..... with self.

##### Second Year

1st Semester—The world's work.

1. Vocations: Professions, occupations.
2. Vocations of men.
3. Vocations of women.

2nd Semester—Choosing a vocation.

1. Making use of my ability.
2. Making use of my opportunity.
3. Why I should like to be .....
4. The law of service.

##### Third Year

1st Semester—Preparation for life's work.

1. Should I go to college?
2. How shall I prepare for my vocation?
3. Vocational schools.
4. How shall I get into business?

2nd Semester—Business ethics.

1. Business courtesy.
2. Morals in modern business methods.
3. Employer and employee.
4. Integrity an asset in business.

##### Fourth Year

1st Semester—Social ethics: The individual and society—from the point of view of my vocation.

1. Why should I be interested in
  - (a) Public schools? (b) The slums? (c) Social settlements? (d) Public charities? (e) The church? (f) Social service?
2. The Social relation of the business man.

2nd Semester—Social ethics: The individual and the state—from the point of view of my vocation.

1. The rights of the individual.
2. Protection of the individual from the state.
3. The obligations of citizenship.
4. The rights of property.
5. The responsibility of power."

The books in the bulletin were arranged in accordance with the foregoing outline, which takes the pupil through the whole four years of high school work. Principal Davis' statement of the aims and methods of vocational guidance as it is being carried on in Grand Rapids is sufficiently clear I think, and does not require any additional explanation. It should be clearly understood, however, that vocational guidance is altogether different from vocational education and from industrial education, subjects with which it is sometimes confused.

To meet the many demands which come to Mr. Davis for information regarding vocational guidance he is now at work on a book which will discuss the whole matter fully. This book will probably be ready in the fall. It will contain a revised list of our books on this subject.

At a recent meeting of the Board of Education this work was organized and systematized for the whole city, for all the

pupils in the seventh grade and upwards, with Principal Davis as director of the work.

In the light of our experience we believe that the library, in addition to printing a list of books such as given in accordance with this outline, needs a supplementary list arranged according to vocations. On account of the growing interest in vocational education and industrial education there have been many useful books published within the last few years. When this work was first begun there was a dearth of suitable material on a good many subjects, and it was necessary for the library to depend largely on magazine articles, pamphlets, etc., in the reference department, the best of which we have indexed according to subject, along with our indexing of other material such as college catalogs, to show the institutions where courses are given on particular subjects, etc.

The following are a few of the subjects called for recently, as they were noted in the reference department: Nursing, Teaching, Drafting, Social settlement work, Dressmaking, Library work, Dentistry, Music, Mining engineering, Electrical engineering, Farming, Physical training, Agriculture, Education of defectives, Forestry, Playground work, Stenography, Art, Mechanics, Magazine illustrating, Domestic science, Landscape gardening, Designing dresses, Housekeeping, Social secretary work, Private secretary work, Decorative painting, Base-ball managership, Surveying, Civil service, Kindergarten work, Scientific farming, Physical culture.

The purpose in all this work is to endeavor to aid boys and girls to find a work in life that will command their best energies, their intelligent interest, and is adapted to their capacities, thus avoiding so far as possible the bane of young people drifting into the first thing that comes along, whether they are fitted for it or not. This work puts before them the widest possible range of choice of vocation, enlarges their horizon, and then endeavors to ground them in those fundamental

moral qualities which are the basis of every successful life.

By putting the right sort of books into their hands in this way the library has a tremendous opportunity for influencing their lives at the most formative period, and at the same time developing in them a more or less serious attitude toward life and its work. The study of the lives of successful men and women and the study of the work and requirements of different vocations can not help but impress upon boys and girls the importance of preparation and conscientious effort as prime requisites for success in any line of work.

We of the library in Grand Rapids are of the opinion that the library alone in such work could do very little. As already stated we believe that the initiative should come from the school. On the other hand, we are firmly convinced that the school alone without the co-operation of the library would be very seriously handicapped. In the first place the school would be required to duplicate unnecessarily a large number of the books which are in our public libraries, and this of course would be an economic waste. In the second place the school would be denying the children one of the best opportunities to come in contact with an institution which aids them in the continuation of their education all through life after they leave school. It is of immense value to the child to get training in the use of the library in connection with the thinking he is giving to his work in after life. A better introduction of the child to the value of books and a public library, the library itself could hardly ask.

But the library's greatest opportunity in vocational guidance is in the fact that all this work is really constructive manhood and womanhood, or if you please, constructive citizenship. And this is not only the greatest work the library can do, but the greatest work any institution can do.

This subject proved a timely one and aroused considerable discussion. Many questions were asked concerning the co-operation of the public library in Grand Rap-

ids with this department of work in the high school. Mr. Ranck announced that Mr. Davis, principal of the Central high school, expects to bring out a book in the fall which shall include outlines and the list of books which has been in such great demand and which is now out of print.

The discussion seemed to show that "vocational guidance" is a legitimate field not adequately covered by libraries. Miss Power now took the chair.

Miss Burnite made a motion to adopt the following resolution:

Whereas, the members of the American Library Association who are engaged in work with children feel the great bond of affection for all those who have rendered that service to child life which the achievement of efficient library service for children signifies;

And whereas, the Dayton public library has suffered the destruction of its children's department and thereby the children of the city are without the influence of good books at the time they need them most;

Be it resolved: that we express to the Board of Trustees, the librarian, Miss Clatworthy, the head of the children's department, Miss Ely, our deep sympathy and the hope that their work may be rehabilitated upon a greater plane of service.

Be it resolved also, that these resolutions be spread upon the minutes of this meeting and the secretary be empowered to forward them to the library officials

mentioned with the request that the resolutions be forwarded to the Women's Clubs of the city and especially to the Mothers' Clubs as an expression of sympathy for them also, in the loss of the department of the library which has furthered their own efforts in bettering child life.

The motion was carried and the session adjourned.

### BUSINESS MEETINGS

At the business meetings of the section held June 25th at 2:30 p. m. and after the session, Friday, June 27th, the chairman appointed three new members of the advisory board, as follows: For one year, Mr. Henry E. Legler, and, for three years, Miss Linda Eastman and Miss Lutie E. Stearns. Miss Annie C. Moore, Miss Clara W. Hunt and Miss Caroline Burnite were appointed members of the nominating committee and upon their recommendation the following officers for the ensuing year were unanimously elected: Miss Agnes Cowing, chairman; Miss Mary Ely, vice chairman; Miss Ethel Underhill, secretary. Miss Adah Whitcomb and Miss Faith Smith were appointed by the chair to investigate the subject of simplified headings in several different libraries, to confer with the Catalog Section and A. L. A. Publishing Board, and to report to the Section.

## COLLEGE AND REFERENCE SECTION

### MAIN SESSION

The main session of the College and Reference Section was held on Tuesday afternoon, June 24th, at the Hotel Kaaterskill. Mr. Andrew Keogh, reference librarian of Yale University, presided; Miss Amy L. Reed, librarian of Vassar College, acted as secretary.

The chairman asked for a motion to fill the vacancy on the committee of arrangements which would be caused by his own retirement. It was voted that the Chair appoint a nominating committee; Mr. L. L. Dickerson, librarian of Grinnell College, and Miss Laura Gibbs, cataloger of Brown

University, were asked to serve as such a committee.

The session then proceeded to the program for the day, which was the work of Miss Sarah B. Askew, New Jersey public library commission, and of Mr. N. L. Goodrich, librarian of Dartmouth College. In order to secure pointed discussion Mr. Goodrich had caused brief summaries of the papers to be printed and distributed to members of the section two weeks before the meeting.

Miss LUCY M. SALMON, professor of history at Vassar College, read the first paper, entitled



## INSTRUCTION IN THE USE OF A COLLEGE LIBRARY

Students who enter college are in an altogether hopeless state, if we are to believe the lamentations poured out in educational reviews and in library journals. In familiar phrase, "they have left undone those things which they ought to have done, and they have done those things which they ought not to have done, and there is no health in them." But it is not given either a college librarian or a college instructor to remain long hopeless, either for himself or for others,—the very nature of his calling demands that somebody do something. Discouragement over ignorant and untrained freshmen dissolves into the bewildering questions of who is to do what, and when, and where, and how, And so the college year begins.

It is undoubtedly true that a very large majority of college freshmen are not familiar with a large library such as they meet in college, that they have never used a card catalog, and that they would not even recognize it if they saw one.

But is it reasonable to expect such knowledge? The majority come from small places where such opportunities are not found, the work of the secondary schools does not demand extensive use of a library, and the mental immaturity of pupils of the secondary school age does not augur well either for an understanding of the intricacies of the card catalog, or for any special interest in the cataloging of books, or in general library history and administration. If the entering student had a knowledge of these things, one reason for going to college would be lacking,—he goes to college to learn what he cannot reasonably be expected to know before that time.

Cheerfully accepting then this condition of ignorance of all library procedure on the part of the rank and file of college freshmen everywhere, and unanimously agreeing that the college student must in some way learn how to use a library, diversity of opinion is found in regard to these two questions:—Is this instruction

given better as an independent course to the entering students, or is it better to give it in connection with regular college work? Should the instruction be given by members of the library staff, or by college instructors?

The very fact that this question has been broached is helpful, since it is significant of the great changes that are coming both in library administration and in educational theory and practice. It suggests the increasing specialization in library work, the growing co-operation between the library force and those engaged in the more technical side of education, newer and, we believe, higher ideals of the object and therefore of the process of education, and the reflection of these changes in the development in the student body of independence, self-reliance, and the desire to do creative work.

Assuming therefore that we are all interested in securing for the college student fullness of knowledge at the earliest hour possible, I venture personally to differ somewhat from the report of the majority of the committee of the New England college librarians and to say that from the angle of the college instructor, it seems clear to me that the knowledge is better acquired in connection with regular college courses and that it can best be given by college instructors. It is with most of us a favorite occupation to see how many birds we can bring down with one stone, and this desire is in a sense gratified if we can incorporate knowledge of how to use a library with the subject matter included in a particular course,—it seems a saving of time for student, instructor and librarian. Everything is clear gain that can be picked up by the way.

But quite apart from this general desire to telescope several subjects, there are specific advantages gained by the student when the instruction is given by the instructor of a regular college class. The knowledge acquired falls naturally into its place in connection with definite, concrete work. Abstract theory has little place in the mental equipment of the fresh

man, he seeks out relationships, adds new knowledge to what he already has, and quite reasonably is impatient, even intolerant in spirit when new ideas and facts are presented to him that he cannot immediately assimilate. To use a homely illustration, an article of food, like butter, that is essential for our physical diet serves its purpose much better when distributed through other articles of food than if taken independently and by itself. All new ideas in regard to library organization, cataloging, bibliography, searching for material, the handling of books, if gained through the usual channels of college work, are quickly and easily assimilated by the college student. If, however, these same ideas are presented to him unrelated to other work they are in danger of remaining unassimilated and of becoming a hindrance rather than a help.

On the other hand, the advantages in having the instruction given by a regular college instructor are that he deals with small sections of students, not with "numbers which are appallingly large;" that he knows the individual student; that he is able to relate the bibliographical work with the individual student on the one hand, and on the other hand with the special subject with which the student is working.

Personally, I can but feel that the assumption made by the committee of the New England college librarians, by the librarian of the Newark public library, by the dean of the collegiate department of the University of Illinois, and by others in the library field that college instructors are not interested in this matter and would oppose instruction in it is not really warranted by the condition that exists.

May I venture to describe somewhat in detail what is done in one college in showing students how to use books, how to become acquainted with the opportunities of a large library, and how to avail themselves of these opportunities in a direct personal way. In giving this account of what is done in Vassar College, may I emphasize the statement that the work done

is by no means peculiar to one college,—other institutions all over the country are doing much that in principle is precisely the same, although the details may vary.

The first aid in knowledge of the library building, of its equipment, and of how to use its collections is given the Vassar College student literally during her first hours on the college campus. She is met by a member of the senior or the junior class and taken about the campus, and it is the duty of these student guides to give every entering student a copy of the *Students' Handbook*. In this she is urged to "become acquainted with the library as soon as possible." "The reference librarian," the *Handbook* tells her, "expects every new student to come to the reference desk to be shown about the arrangement of the library and the use of the catalog and to receive a copy of the library *Handbook*."

The guides point out the library and they are instructed to urge the new students to seek out the reference librarian at once and to make the library trip immediately. The new student goes to the residence hall where she is to live and she finds on the bulletin board in this hall an invitation to take the library trip. The records kept by the reference librarian show that a very large percentage of the entering students almost immediately avail themselves of this invitation extended by guides and reiterated by *Handbook* and by bulletin boards.

When the new student first enters the library she is given a plan of the building showing the arrangement of the different sections and a handbook explaining in full the library privileges. Armed with this, she is met by the reference librarian and then joining a group of three others she is taken through the library where she makes connections between the plan in her hand, the books on the shelves, "the inanimate reference librarian—the card catalog—" and the animate reference librarian in whom she finds a guide, counselor and friend.

This library trip can be, and is intended to be only general in character. The stu-

dent gains from it first of all the consciousness of having found in the reference librarian a friend to whom she can always go for help and advice; second, her interest is aroused to become better acquainted with the card catalog and with the general facilities for work afforded by the library; and third she gains a determination to follow the injunction of the *Students' Handbook*, "do your part to make the library an ideal place in which to work."

It is at this stage, after this general instruction given by the reference librarian, that the majority of the entering students meet the officers of the department of history. We give them collectively during the first week, usually the second day, an illustrated lecture on the library. This includes slides showing the catalog cards of a few of the books they will use most in their history work, the cards of the most important reference works, periodicals, and atlases, slides showing the difference between a "see" card and a "see also" card, slides that explain incomplete series, continuation cards, and every variation that concerns their immediate work. Every slide concerns a work on history that is to be used almost immediately, and the form used in cataloging, the notation and the annotation, the hieroglyphics of the printed card, and the bibliographical features of the card are fully explained from the screen.

The students then meet their individual instructors, each one having previously provided herself with a pamphlet called "*Suggestions for the Year's Study, History I.*" This pamphlet, besides giving detailed instructions for the preparation of the work, includes a plan of the library; suggestions in regard to its history, as also the description and the meaning of its exterior and interior; a facsimile and explanation of the catalog card of the text book used in the course; hints concerning the general card catalog; an analysis of the general form and different parts of a book; special directions for preparing the bibliographical slips or cards that must accompany every topic presented, to-

gether with an illustration of a model card; a full classification, with illustrations under each, of all the works of references the class will presumably use, including general works of reference, dictionaries, encyclopaedias, periodicals, year books, atlases, autobiographical material, including the various forms of *Who's Who?* together with biographical, ecclesiastical and various miscellaneous dictionaries and encyclopaedias; an elaborate chart devised to show the authoritative-ness as history of the text book used in the course, accompanied by a full explanation of it; suggestions in regard to the purchase of histories for a personal library; and finally, a recommendation to make use of another pamphlet called *Suggestive Lists for Reading in History*. The main points in the pamphlet *Suggestions for the Year's Study* are talked over between instructor and students, and constant reference is made to it throughout the year.

The next step in the history work is to assign each student one or more questions written on a slip and drawn by lot. These questions are intended to test her assimilation of the bibliographical help already given, and her ability to apply to a concrete case what she has gained. As soon as often as possible the students in the different sections of this class in history go to the library with the instructor for such additional and special help as they may need.

From time to time the students in History I prepare special topics on limited questions. A bibliography must always preface these topics and if it is in any way at fault, either as regards form or material, it must be presented a second time or as many times as is necessary to correct the defects.

This course in History I is required of every student in college. Those students who elect other courses based on this become acquainted with still other features of the library and acquire added facility in bibliographical work. Every student, for example, who elects the course in

American history has a pamphlet called *Suggestions for the Year's Study, History A, AA*. This pamphlet includes a chart that shows the location in the library of all the sections of American history, each accompanied by the Dewey notation for each section, and also the notation for the sections in political science, law and government, American literature, English literature, and English history. It also considers at length the place in the course of the textbook, secondary works, collections of sources, almanacs, works on government, guides to literature, state histories, biographies, travels, and illustrative material. For the latter the students are again referred to *Suggestive Lists for Reading in History*.

Another section of the pamphlet considers specific classes of books which the student uses. It calls attention to the various kinds of bibliographies, as complete, selected, classified, and annotated; to library catalogs arranged on the dictionary, author, subject, and title plan, as also to trade catalogs; to documents classified by form and by contents; to official publications, and the publications of historical societies; to every form of personal record; to descriptions by travelers; and to general and special histories. It also takes up periodicals; manuscripts; special facsimiles, like the B. F. Stevens; geographical material; monumental records; inscriptions, and pictorial material.

Elaborate directions are given for preparing exhaustive bibliographies of the material in the college library on special subjects and suggestions for expanding these in the future as other opportunities for further library work are presented. In addition, tin trays of cards are provided in the American history sections. These are bibliographical cards that supplement but do not duplicate the catalog cards of the general library catalog.

During the year about twenty special topics are prepared by this class, each prefaced by a bibliography of the subject. At the end of the year, one special bibliographical topic is presented. This repre-

sents what each student can do in the time given to three classroom hours.

At the end of the first semester of this course the examination given is not a test of what the students have remembered but rather a test of what they are able to do under definite conditions. The class is sent to the library, each member of it usually receives by lot an individual question, and she then shows what facility she has gained in the use of books by answering the question with full range of the library.

Other pamphlets of *Suggestions* have occasionally been prepared for the most advanced courses. At the end of the senior year the students in my own courses are frequently given an examination that calls for the freest use of the library in the planning of history outlines for club work, in arranging for a public library selected lists of histories suitable for "all sorts and conditions of men," and similar tests that show how far they are able to apply present bibliographical knowledge to probable future experiences.

All this instruction and opportunity for practice in bibliography is not left to "the chance instruction of enthusiastic instructors" or to "the insistence of department heads" to quote Mr. Kendrick C. Babcock.<sup>1</sup> It is definitely planned, it is systematically carried out, there is definite progression from year to year in the kind of bibliographical work required, and it is directly related to the specific and individual work of every student. From time to time conferences are held by the members of the library staff and the instructors in history and these conferences enable each department to supplement and complement the work of the other and thus avoid repetition and duplication.

This division of labor enables the reference librarian to play the part of hostess, to make the students feel at home, to secure their good will and co-operation, to develop a sense of personal responsibility towards the library and its treasures. Her work as regards the library is

1. *Library Journal*, March, 1913, p. 135.

largely general and descriptive; as regards the students it is that of a friend and counselor; as regards the other officers of the college it is that of an ally and co-operator.

It is necessary to emphasize at this point the wide divergence between the work of the reference librarian in the college or the university and that of the reference librarian in the public library however large or small it may be.

In the public library the demand made upon the reference librarian is for definite information for immediate use; the library patron wishes, not training in acquiring information by and for himself, but the information itself; no substitution of deferred dividends will satisfy his insistent demand for immediate cash payment; he cares not at all for method but he cares very particularly for instant results. Moreover, no one intervenes between the reference librarian and the library patron,—he alone is responsible for giving the information desired. And again, the reference librarian has to deal with an irregular, constantly fluctuating clientele. The man who wants to know who first thought the world was round and whether he was a vegetarian or perchance a cannibal may never visit the library again, but the effort must be made to satisfy his curiosity. The reference librarian of the public library must always be more or less of a purveyor of miscellaneous information to an irregular fluctuating public.

But the functions of the college reference librarian are altogether different. It is often his duty not to give, but temporarily to withhold information; not to answer but to ask questions; to answer one question by asking another; to help a student answer his own question for himself, work out his own problems, and find a way out of his difficulties; to show him how to find for himself the material desired; to give training rather than specific information; to be himself a teacher and to co-operate with other instructors in training the students who seek his help.

All this is possible for him for he deals with a regular constituency and he can build up each year on the foundations of the previous year. But while progression comes for the students, there is always the solid permanency of subject with which the reference librarian deals. With the regularity of the passing calendar there come the questions of the feudal system and of the frontier, of the renaissance and of how to follow a bill through congress. The personnel of the student body changes, but there is always an unchanging residuum of subject matter. On the side of the regular college work there is therefore practically no demand whatever made on the college reference librarian for the miscellaneous information demanded of the public reference librarian,—he is not the one who writes for the daily papers the description in verse of the daily life of the reference librarian.<sup>1</sup> Just what his work is in the college, from the students' point of view is indicated by a recent experience.

A class of seventy in American history was recently asked to what extent the members of it had availed themselves of the services of the reference librarian in that particular course and the replies seem to show that their inquiries had chiefly related to the use of government publications, early periodical literature, material not suggested by the titles of books, out-of-the-way material, source material, and current newspaper material not available through indexes. The many tributes to the help received from the Vassar College reference librarian are perhaps best summed up, so it seems to the teacher, in the statement of one student "she shows you how to go about finding a book better the next time."

If then it must be evident that the work of the college reference librarian differs widely from that of the public reference librarian, it remains to consider specifically what division of the field should be made between the college reference li-

1. *Library Journal*, Oct., 1912. *Public Libraries*, June, 1913.

brarian and the college instructor. Here a clear line of demarcation seems evident. The college instructor must know the student personally and intellectually, as he must know the conditions from which he has come and the conditions to which he presumably is to go. He must help the student relate all the various parts of his college work and help him relate his college work to the general conditions in which he is placed. Hence he cannot separate for the student the bibliography of a subject from the subject itself. Nor can he turn over to the librarian the instruction in bibliographical work. The reference librarian is the only member of the library staff who in the capacity of a teacher comes into direct personal relationship with the student, but his work, as has been seen, is entirely different.

In this division of the field that leaves to the college instructor the actual instruction of students in the use of books, a large unoccupied territory is claimed by the reference librarian as peculiarly his own. This concerns the "extra-collegiate activities" and includes help on material needed in inter-class debates, dramatics, pageants, college publications, Bible classes, mission classes, commencement essays, and all the miscellaneous activities in which the student, not the instructor, takes the initiative. This work corresponds somewhat closely to that of the general reference librarian in a public library and it demands about one-half of the time of the librarian.

Instruction in the use of the library is facilitated by unrestricted access to the shelves and here the students are able to put their knowledge to the test and to work out their own independent methods.

What are the advantages and the disadvantages of unrestricted access to the library shelves? The question was recently asked a class of seventy students and their replies show an almost unanimous opinion that the advantages are overwhelmingly in favor of the open shelves.

Among the educational advantages enu-

merated are that this fosters independence and self-reliance, through encouraging personal investigation; that it enables students to see books in relation to other books, to make comparisons, and therefore to select those that are the best to use; that it shows the library resources and, to a certain extent, the breadth of the investigation that has been done in specific lines. "The open shelf is an instructor, a great indispensable helper, an education in itself," writes one student, while another states, "It gives an opportunity to form a closer acquaintance with books already known by name, and for casual acquaintance with books one has not time to draw out and read at length."

On the more personal side the students have found the advantages to be the pleasure found in handling books; the appeal made by titles and bindings; the inspiration that comes from the feeling of kinship with books; the opportunity given for wide acquaintance with books and authors; more extensive reading; the saving of time; the satisfaction of being able to find what is wanted, freedom from the limitations of specific references. "We become interested in subjects and in books we should not otherwise have known at all," writes one, while another asked a friend who replied, "Well, I don't know exactly what it means, but I guess it means that I for one use books I never otherwise would have used."

On the side of the library as a whole, many have found advantages in the opportunity it gives of doing general and special bibliographical work and in the knowledge afforded of the general plan of arrangement, classification, and cataloging. "If we had to stay in a reading room, how much idea of library organization should we have?" is the clinching question of one enthusiastic student.

The moral advantages are found to be the feeling of responsibility towards books and the training given in not abusing the privilege.

But it is in the failure of some persons to avail themselves of these opportunities

for moral training that students find the disadvantages of the open shelf. There are the periodic complaints that books are lost, misplaced, hidden, and monopolized; that the privilege is abused; and that the social conscience is lacking. "The open shelf is the ideal system but it is designed for an ideal society," feelingly writes one, while another, more philosophical, finds that the open shelf has its annoyances, but no disadvantages, and that these are probably to be charged up to human nature, not to the system.

Only an occasional one sees any other disadvantages. One student finds herself bewildered and lost in irrelevant material, while another brought up in the atmosphere of Harvard, thinks that the closed stack encourages greater precision and carefulness, "for if you have to put in a slip and wait for a book you are more careful about your choice than you are when you can easily drop one found to be unsatisfactory and lay your hands immediately upon another one." "It may be," adds a third, "that we do not get all we might from a book when it is so easy to get others. I find myself often putting aside a book when I do not immediately find what I want."

With an occasional plaint about the increased noise and that the open shelf really takes more time since it is easier to ask for an authority on a specified subject than it is to look it up for one's self, the case for and against the open shelf, from the side of the student, seems closed, with the verdict overwhelmingly in favor of unrestricted access to the library shelves.

I cannot forbear suggesting two directions in which it seems to me the library work could be extended to the advantage of both library and academic force.

The first is the desirability of having connected with every college library an instructor in the department of history who gives instruction in one or more courses in history and who is at the same time definitely responsible for the development of the bibliographical side of the history work.

The work of the history librarian on the library side would be to serve as a consulting expert on all questions that arise in cataloging books that are on the border lines between history and other subjects. Such perplexing questions are constantly arising and valuable aid might be given in such cases by an expert in history.

Another part of the work of the history librarian from the side of the library would be to keep the librarian and the history department constantly informed of opportunities to purchase at advantage works on history that are available only through the second-hand dealers. It now usually devolves on some member of the library staff to study the catalogs of second-hand books and report "finds" to some officer of the history department. Could facilities be provided for making it possible to have the initiative come from the history side it would seem a distinct gain.

The work of the history librarian would also include the responsibility for the classification, arrangement and care of the mass of apparently miscellaneous material that accumulates in every library but does not slip naturally into a predestined place. All is grist that comes to the history mill, yet it is difficult to know how it can best be cared for. Miss Hasse in her well-remembered article *On the Classification of Numismatics*<sup>1</sup> has shown that the utmost diversity has prevailed in regard to the classification of coins and the literary material dealing with them. This is but one illustration of the uncertainty, confusion, and diversity that prevails in classifying much of the material that seems miscellaneous in character, and that yet should be classified as historical material.

The work of the history librarian on the side of the students would be concerned during the first semester particularly with the freshmen and the sophomores. The bibliographical and reference work now done could be greatly enlarged and extended. It would be possible to explain still more fully the possibilities of assistance from the card catalog; to help stu-

1. *Library Journal*, September, 1904.

dents locate the more special histories that might seem to be luxuries rather than the necessities of their work; to make them acquainted with histories as histories, rather than with histories as furnishing specific material; to develop their critical appreciation of books and their judgment in regard to the varying degrees of authoritativeness of well known old and recent histories. Encouragement would be given the students to begin historical libraries for themselves, advice could be given in making reasonable selections of books, and help in starting a catalog. Interest in suitable book-plates for historical collections might be roused as well as interest in suitable bindings, and thus through these luxurious accessories the student be led on to friendship with the books themselves and with their author.

During the second semester the work of the history librarian would be largely with the seniors and would be more constructive in its nature. The seniors are looking forward to taking an active part in the life of their home communities and they will be interested in the public schools, in the public library, in social work, in church work, in history and literary clubs, in historical pageants, fêtes and excursions, in historical museums, in the celebration of historic days, and in innumerable other civic activities, many of which are intimately connected with the subject of history. The history librarian would be able to give invaluable aid to the seniors in preparing lists of histories suitable for public libraries in communities where suggestions may prove welcome; in suggesting histories adapted to all these demands made by personal, co-operative, and civic activities. This constructive work of the history librarian would be capable of infinite extension and variation and its good results would be far-reaching and of growing momentum.

May I suggest one further possible direction in which the activities of the library staff would lend interest to the general work of the college. Every institution needs luxuries and the members of the li-

brary staff have it in their power to offer courses of lectures open to all members of the college and also to citizens of the community who are interested in educational questions. Such courses would include lectures on the history of libraries; on the great libraries of Europe and America; on the great libraries of the world; on great editors like Benjamin F. Stevens; on rare books; on books famous for the number of copies sold, of editions, of translations, of migrations through auction rooms; on the famous manuscripts of the world. The possibilities of such courses are limitless.

There are also the courses of lectures that we are all eager to hear on the plain necessities that are of even greater interest than are those that deal with the luxuries. The college wants to hear about the administration of a library and its general problems; about the special questions of cataloging, interlibrary loans, the special collections of the library as well as its general resources. From the standpoint of special departments, lectures might be given by representatives of these departments on the treasures of the library as they concern their special fields.

Joint department meetings of the members of the library staff and the officers of the departments of English and of history for the discussion of questions of mutual interest have at Vassar College proved stimulating and contributed much to a mutual understanding of each other's ideals and to a sympathetic appreciation of the difficulties attending their realization.

"Why cannot all this work with and about books be explained by the librarians,—" college authorities sometimes ask. "That is their business; it is the business of the teacher to teach."

The answer is simple. The good teacher must individualize the student, the good librarian must individualize the book; and both teacher and librarian must co-operate in helping the college student get the utmost possible from his college course in order that in his turn he may help the community in which he lives in its efforts to realize its ideals. The endless chain ex-



tends to the farthestmost confines of heaven!

Discussion of the paper was led by Mr. J. T. Gerould, librarian of the University of Minnesota. He believed that most college teachers had neither the knowledge nor the enthusiasm necessary to give systematic bibliographic instruction. Training in the use of the library should, he thought be given by a member of the library staff, from a general point of view, introducing the student to reference books not simply in one field, but in all. The time had come for the university libraries to define their position as a distinct educational integer, not a mere adjunct to the academic departments. Of course, to take such a position, the library staff must be thoroughly equipped, and must include trained bibliographers in adequate number.

Dr. E. C. Richardson, librarian of Princeton University, called attention to the fact that the principle of unrestricted access to the shelves required hearty co-operation between the college public and the library staff. It should be recognized that the librarian is not responsible for the correct placing of every book on an "open shelf."

Mr. John D. Wolcott, librarian of the Bureau of Education, Washington, D. C., spoke of the questionnaire on the subject under discussion sent out in October, 1912, by the A. L. A. to two hundred colleges and universities. A summary of the results were included in the chapter entitled "Recent aspects of library development" by John D. Wolcott, which forms a part of the Report of the U. S. Commissioner of Education for the year ended June 30, 1912. Reprints may be obtained from the Commissioner.

Mr. H. C. Prince, librarian of the Maine state library, called attention to the courses in legal bibliography which were being given at various law schools. Those at the University of Chicago, though without credit, were eagerly attended by law students.

Mr. Goodrich reiterated his belief that the libraries should take a definite stand in insisting that college students must be

taught how to use library resources to the full. They must learn the many "tricks of the trade," which in his opinion, were better known at present to the librarian than to the teacher. Miss Salmon replied that she thought it less a question of learning the "tricks of the trade" than of adapting the desired knowledge to the individual need and capacity of the student; hence her belief in the teacher as the proper medium of instruction. The discussion could not be pursued for lack of time.

Mr. H. E. BLISS, librarian of the College of the City of New York, read a paper on

#### SOME PRACTICAL CONSIDERATIONS REGARDING CLASSIFICATION FOR LIBRARIES

##### I

The letter inviting me to take part in this conference echoes to me now across the busy field of the past month with notes something like this: "Come, if you will, and talk to us and with us, but please be practical." Perhaps I have elsewhere in-adroitly given the impression that I believe classification for libraries should be a matter of science or of philosophy. I did indeed say in print, some months ago, that "To be practical today and tomorrow, man must be scientific." Upon science, that is verified and organized knowledge, practical common sense is becoming more and more dependent. To be practical without knowledge is in most matters to be ineffectively practical. How practical should we be in classification for libraries, and how should we be practical effectually?

Those who have had to do with classification only in small collections of books for popular use may regard it as a comparatively simple and unimportant thing. They do not see why there should be so much trouble and fuss about it. This we may term the naïve view, to borrow a phrase from recent philosophical literature. But some of those who have undertaken to maintain a classification for a large university or reference library know that it is one of the most difficult and com-

plicated of our problems. They apprehend furthermore that it has not yet been solved satisfactorily. This may be termed the critical view. It may vary from moderation to extremes optimistic or pessimistic.

Not a toy librarians want but a tool, as we say. The mechanism of a library, however, is not operated by merely mechanical hands. There should be somewhat in library service beyond mere statistical and technical economies. Our arrangement of books should not be inconsistent with the organization of knowledge, lest we fail in an inestimable service to the seekers and disseminators of knowledge.

## II

Is it feasible economically to adapt this instrument, classification, to that higher service? There are three answers to this question. There is the pessimistic negative. Books are wanted in all possible and impossible arrangements. You cannot make a classification that, even with the customary transfers of charging-systems, will serve all these ever-varying needs. This argument leads to the virtual negation of the very principle of classification. If this were wholly true, it were futile to provide a place for bacteriology, for the books would be wanted now under botany, now under pathology, or sanitation, and again perhaps under agricultural science.

Shall we separate such branches or not? The pessimist says: "Whichever you do, classification falls." The optimist answers: "Good classification serves the average or prevailing demand." To more special subjects the pessimist then turns, such as crystallography, eugenics, child-psychology. These he says are claimed in their entirety by two or three different sciences. These arguments, launched against so-called "scientific classifications," are no less hostile to the worthy undertaking of a practical system in such conformity to the consensus of modern science as the conditions permit. But most librarians have not accepted this pessimistic negative. They continue to classify books for average de-

mands, and the interest in the problem increases.

Contrasted is the more prevalent optimistic view. We have good classification. The Decimal Classification is an admirable, successful, at least serviceable system; it is the established, the familiar, the most practical. With all its faults, we love it still. Is not that naïve? Then, a consistent, scientific system is an impossibility. The relations and interests in science are ever changing, always complex. The thing would not continue for a decade to be satisfactory.

Another outcome of the naïve optimistic view, as realizing the complexity of scientific specialization, is the doctrine that a simple, practical system may be kept abreast of scientific progress by the addition of new details. This elaboration of schedules is compatible with what we term "expansion." Expansibility is essential to the very life of a notation, but it may be overworked. Certain systems have, I fear, expanded beyond the capacity of their safety valves to save them from explosion. Thousands of the details of those inflated schedules are practically useless even in the largest library. Such abnormal distension of the bibliographical body, or hypertrophy of its special parts, is not now for the first time called a disease of the bibliothecal system. That the subjects and topics are innumerable and of intricate complexity has led to the misconception that a classification for libraries should embody an infinity of captions in infinite complication. An alphabetical subject-index is believed to be all that is requisite to operate this maze of entangled details. This view may be termed the *subject-index illusion*.

Classification for libraries is to be distinguished on the one hand from notation and on the other hand from an arrangement of bibliographical subjects indexed. Notation and index are but correlative to classification, and, however requisite to a practical system, are in truth of minor importance. They are the fingers and the feet of the body and brain that organize

the materials of knowledge. Yet it is these fingers and feet that have chiefly occupied the attention of most classifiers.

In the theory of classification subjects are to be distinguished from classes as contents from containers. The subject is that which is denoted by its definition; the class is the aggregate of particular things—books, or other things—that are comprised by the definition. A class may be comprehensive of many subjects or aspects of subjects. Such need not appear in the schedules of the classification, but they should be in its subject-index. Thus, Botany is a subject, to which Botanical Books is the corresponding class; Plant Physiology, a less general subject, has a less comprehensive class of books. Geotropism is a specific subject in the physiology of plants. The question arises, is there a class of books and pamphlets treating especially of this subject, the tendency of plants to respond to gravitation, as a stimulus? "Have you in your library," I might ask individually of the majority, "have you an aggregation of books on this subject?" The A. L. A. List comes nearest in the sub-headings under Plants, where with Movements appears Heliotropism, a kindred subject. This caption Movements is for a veritable class of subjects, and it might indeed comprise Geotropism. That is just what the Library of Congress schedule does, subordinating under QK 771 "Movements, Irritability in plants, (general)", the caption of 776, "Miscellaneous induced movements: Geotropism Heliotropism, etc." In my own classification, the mark GCM goes with the caption, "Movements, Heliotropism, Geotropism, etc." It seems well thus to provide for a future group of monographs. If I criticise the Library of Congress classification today, or elsewhere, be it remembered that I recognize its correct treatment of this and thousands of other subjects. But is the E. C. justified in reaching into the dim future for subdivisions of specialization such as its NESGD, Diatropism, and NESGL, "Lateral Geotropism?" That is where we must open the safety valve or burst.

The body of the D. C. is congested with thousands of names of persons, places, and events which may be subjects, but hardly for classes of books. Systematic schedules might provide for most of these, reduce the bulk of the system, and make for economy and convenience. The L. C. schedules suffer from similar but more astounding expansion. Class H, Sociology and Economics, is needlessly immense, having 551 p., of which but 51 are index. According to the principle laid down a moment ago, the number of subjects in the index should by much exceed those in the schedules.

The "Expansive" Seventh expansion expanded so much with its own specialistic tissue that it could afford to omit such bulk of proper and place names. For instance Aves (Birds), covers 8 pages of fine print; there are all the taxonomic terms, for example, PGSLPI is for Phalacrocoracidae, some family related to the pelicans; but there appears besides only the single subject Oology (eggs), at the end as PGZ. No place under Birds for their structure, their habits, for the popular bird-books, and for such interesting subjects as their migration, flight, etc., about which there are books! However much there is to interest, to commend, and to admire in this great undertaking, it must be admitted that this is not practical classification for libraries. It is the province of the subject-catalog to bring together topics and titles which are too special for classification to bring into collocation.

But let us return to the main question of the feasibility of better classification. There are three answers, I said. Two we have considered, the naïve, and the pessimistic, also their offspring, the subject-index illusion, but we have not yet completely answered the pessimistic. This we may now proceed to do in connection with the third answer, which is optimistic and constructive, while at the same time critical. This affirms that better classification is feasible, that it may be sufficiently flexible and durable, that changes and adjustments may be provided for in

alternative and reserved locations, that the notation may be quite simple, and that the index may be as full and specific as comports with convenience.

The purpose of library classification is to group books and to collocate groups for the convenience of readers and students in their average wants. It is not so much for those who want a book, whose author and subject are known, or any good book on a particular subject; for such, the author and subject-catalogs may suffice. But classification is for those who want books, in the plural, directly, without preliminary handling of cards. Three types of such wants are to be distinguished.

(1) To all libraries come (the prevalent type) those who wish a few good books on the subject, or a few facts to be found in the standard books. They do not care to fuss over the card-catalog. The reference librarian, the selective lists, may serve such wants, but close classification usually does so most economically and most satisfactorily. For very specific subjects, however, the subject-catalog in the large library may often best serve this type and may make it less dependent upon free access and close classification.

(2) The second type wants all the good books treating of the subject especially. From these the user himself is to make selection according to his purpose or point of view. Free access and classification are here requisite. A bibliography, if there be one, would be most likely an *embarras de richesse*.

(3) The third type is that of exhaustive research: all the available literature is wanted, not only the books and pamphlets treating especially of the subject, but also those on related subjects and those of broader scope. Subject-catalogs and bibliographies are needed preliminaries, but access, continued access to the books, is the desideratum. It is for this type that the most carefully guarded libraries give access to their precious collections. Classification, not merely any old kind of subject, or close classification, but good, scientific, close classification, based upon

good, consistent, broad classification, is here of paramount importance. The test comes when the student turns from the special to the more general and the related subjects, which are mostly in related branches of science. The tendency to organization in science is rapidly and surely growing. The more consistent with the consensus, to which studies on the average are adapted, however original and divergent their aim, the more convenient will be the classification. It is in subordination of the specific to the broader subject or class and in collocation of related subjects and subdivisions of classes that most systems fail; and here that most classifiers fail to understand either the fault or the remedy.

The difficulties emphasized by the pessimist, the overlapping of studies and the rival claims, arise chiefly from improper subordination. The material is common to the several sciences because these are portions differentiated from larger fields. Child-psychology is part of Psychology. The science and art of education are mainly concerned with the mental. They are related to Physiology and to Sociology as Psychology is related. But to place Education under Sociology, as is done by the D. C. and the E. C. is to answer the relation of second, not of first dependence, and is as false as it were to put psychology under sociology, to put the cart before the horse. Education and Psychology are working together, and their books should be contiguous. How shall we arrange these practically? Well, scientifically, in the order of generality, thus:

I Anthropology.

ID to IG Human physiology.

J Psychology.

JN Social psychology.

JO Child-psychology.

JP Education.

JQ Educational psychology.

K Sociology and Ethnology.

KA Sociology.

KE Ethnology.

L History.

The principles of consistent subordination and practical collocation should guide the maker of a system, and his notes should guide the classifier of books. Here indeed should be a "code for classifiers" more intimately articulated than in a separate book. But herein lies the practical art of classification, so to dispose classes, divisions, and subdivisions, that they shall produce a relative minimum of inconvenience under the average conditions of demand and a relative maximum of collocation not only of special classes but of general, as well as a degree of consistency as high as practical conditions permit, and ultimately, as an ideal, a consistency not only with the pedagogic but with the philosophic organization of knowledge. This ideal, I believe, is not beyond approximate realization.

This critical but optimistic view ascribes the failure of library classifications to the dispersion of related material under subject, or close classification, without proper subordination and collocation. The subject-index, however useful to classifiers, is of little value to students. I approve close classification, but find it the more unsatisfactory and baffling as it is the less consistently adapted to good broad classification, with good articulation of related subjects according to predominating interests, and with alternative locations for flexibility to changes and for durability in the progress of science.

### III

Having answered the main question of feasibility, we may now take up some minor practical questions, first Notation. It is not likely that reason shall soon remove all traces of prejudice and controversy in this matter. A few propositions, however, are so reasonable that I think they will be accepted. Notation should be brief and simple. Its simplicity depends upon its brevity, though also upon the familiarity and homogeneity of its elements. Letters give brevity. The capacity of three-letter notation, allowing for omission of all objectionable combinations, is about

15,000. Using letters and figures together increases this capacity to about 25,000, omitting confusing mixtures such as K7G and 8B4. Since somewhat more than 10,000 subdivisions seem requisite, the question reduces to this form: "Which is simpler, notation of three letters, or of five figures?" But figures, it is argued, are more familiar. They may be so to bookkeepers, but to the keepers of books! Familiar here means familiar with the numbers of the D. C. Then, are unmeaning combinations like DAL or GWK really more meaningless than numbers like 13859? On the other hand, isn't RAG easier to see and to remember? But the argument, so far as it is not merely prejudiced, is childish. Such combinations as A1, 3B, C42, and CF6, are hardly objectionable, and may prove convenient and economical in class-notation as they do in the author numbers, with which librarians are so friendly. Since they are come to stay, what is the use of arguing for homogeneous notation?

Notation is the more systematic and economical where it reduces in part to schedules applicable to the subdivision of many classes or divisions. This feature appeared to a minor extent in the "form signs" of the D. C., but was carried out extensively and complexly in the E. C. It is apparent also in the L. C., but there is more conspicuous by its absence through hundreds of pages of names of countries, places, and persons. Time does not permit me to describe here the six schedules that economize the system I have worked out: Schedule 1, Mnemonic numerals, constant throughout; Schedule 2, for subdivision by countries, applicable under subjects, wherever desired; Schedule 3, for subdivisions under countries and localities; Schedule 4, for subjects under any language, except the chief literary languages; Schedule 5, for the chief literary languages; and Schedule 6, for arranging the material under any prominent author.

Some who admit the feasibility of better classification object that a classification modern for the present will be out of

date in a generation. This in new guise is the familiar argument that it is useless to clean the house today, for it will need again to be cleaned next week—which all good housewives say is an unreasonable argument. It would be a pity to have fair librarianship called a slouch.

Is it conceivable that your books shall remain forever classified as they are at present? Are there to be no changes, merely additions of new captions? Conservatism is not strange, considering the cost of changing notation; but that cost is small compared with the cost of new building or new collections, and is justified by the service to be rendered. The longer postponed, the larger the cost, the larger the burden. Some libraries are changing now—to what? That change may indeed have to be changed again in a decade or two. But how long, then, should a classification endure—or rather, be enduring? One who would not prophesy may nevertheless give an opinion. I believe that a good classification should last a century—with some minor alterations. I believe that a good library should be willing to reclassify, if necessary, at least some of its collections two or three times in a century. I think that library economy should have been developed with better regard to this problem. It is not practical to arrange books inconsistently with the scientific and pedagogic organization of knowledge. Organization based on consensus is one of the marked tendencies of modern thought and purpose, and is not likely to be overcome by dissenting or disintegrating philosophical counter-tendencies. This organization is more stable than the theories on which it rests, and these are more stable than the popular press would lead us to suppose. New theories, new statements, are assimilated to the established body of knowledge without much dislocation of members. Durability in a system would depend not only upon present consistency with the organization of knowledge, but upon flexibility through reserved and alternative locations, judiciously chosen with regard to tenden-

cies in science. There might be flaws and errors, but all practice, in whatever profession is thus imperfect and tentative.

That the D. C. is antiquated is not because of any change in science, but because it did not conform to the science of its generation. The welcome accorded to it in the pioneer days was in keeping with the earlier view that classification is a simple thing, as it indeed was for the small popular libraries. That acceptance has mellowed now into an affectionate companionship with a familiar and comfortable conveyance that has proved serviceable so far. Now the thing is said to need repair. But that it cannot economically be reconstructed has been recently demonstrated. It evidently must go on till its thousand pieces fall in a heap together, like the "wonderful one-hoss shay." Loading it with more and more scientific luggage may for a time increase its service, but the rattling of its parts grows all the more distressing to those who ride.

I reserve my opinion of the *Expansive Classification* and of that of the *Library of Congress*. It is to the point to say, however, that they are as unsatisfactory in the major principles of practical and scientific classification for libraries as they are valuable and admirable in the details which they have elaborated. They should help to solve the ultimate problem; but, if consistency with science and economy with convenience are feasible and requisite, neither of these systems is fit, nor is either, I think, likely to endure in general use in the future.

The simpler, the more systematic, and the more consistent with the organization of knowledge a classification and notation is, the more economical and the less vexatious will be the operation of classifying books. The subject, scope, treatment, purpose of the book—if that could be stated beforehand—and why not?—by author and publisher, and confirmed by the copyright office or the national library, then the class-notation could in most cases be quickly found through subject-index. That information might be printed in the book

and more readily found there than through centralized cataloging and service of cards. Centralized or co-operative classifying however, or assigning of subjects and of the class-marks of an elaborately classified central or national library, would be a service of high value and of very considerable economy. But it should be distinguished from standardized classification. As libraries differ and differentiate, so should their classifications. At best a system may serve for libraries of a type, but not for all types. A university need not adopt an unfit classification as more than one has done of recent years. It may translate the centrally assigned subjects and class-marks into its own system, through its own index. Some general conformity, or conformity in special parts, may indeed prove economical and convenient, but standardization of an elaborate system is progress in the wrong direction.

This outline of a large, complex, and unsolved problem of paramount importance is very inadequate. I would propose that a committee be constituted, to articulate with the present committee on a code for classifying, to set to work upon a fuller investigation of this great question of the feasibility of better and more economical classification and notation. If librarians do not provide better classification for libraries, then the users of libraries will very likely in the not remote future provide for better librarians.

In the subsequent discussion, opened by Dr. Richardson and by a paper written by Mr. W. S. Merrill, chief classifier of the Newberry library, Chicago, exception was taken to many of Mr. Bliss' criticisms of present classifications. It was pointed out that the D. C., with all its faults, was yet eminently practical, as evidenced by its widespread use. Mr. Cutter stated that the E. C. classification for zoology, which Mr. Bliss had specially criticised, had been made in just the way Mr. Bliss himself regarded as the soundest, i. e., it had been condensed from material furnished by an eminent scientist; as to its being over minute, it was expanded only half as much

as the scientist had proposed. Mr. Charles Martel, chief of the catalog division in the Library of Congress, Dr. Andrews, librarian of the John Crerar library, Chicago, and others also expressed their belief in close classification as a safeguard against confusion and unscientific grouping.

Only a few minutes remained for a paper on "Art in the college library," by Mr. FRANK WEITENKAMPF, chief of the art department, New York public library.

#### ART IN THE COLLEGE LIBRARY

The problem of art in schools has been frequently discussed. The matter of art in colleges, apparently, has not been so much considered. The cases, however, seem to be dissimilar only in degree, not in kind. In fact, not a little of the material that has been suggested for schoolroom decoration would be equally in place in the college. For instance, names such as those of Gozzoli or Luca della Robbia, on the *Craftsman's* list for schools could just as well be suggested for the college. Also, the average student is probably first to be reached best by recognition of the fact that there are other interests beside the purely aesthetic. In other words, good use can be made of the subject picture, the best possible being chosen. Dr. W. D. Johnston, librarian of Columbia University, where exhibitions "have always been an important auxiliary of lectures" and have included exhibitions of graphic arts, states that these last "are selected and displayed less with a view to artistic than pictorial value." But he adds that more and more attention is given to artistic value, and that in his belief the most valuable exhibits of an artistic nature are those "displayed permanently on the walls of halls, seminar rooms and lecture rooms. On the other hand, those which are exhibited temporarily should, if well selected, and well announced, do much to broaden taste."

The permanent display of pictures which illustrate with distinction certain broad principles of taste, is of undoubted necessity. But the use of the temporary show must not be lost sight of. The oft seen

easily becomes the oft unheeded; familiarity breeds contempt. Periodical changes therefore seem advisable, as evidence that there is "something doing." Loans of good prints from private sources, if advisable, might be utilized to excellent effect. For instance, if the library happens to own, or can borrow, a copy of such a publication of color reproductions as the *Medici prints*, or "*Meister der Farbe*" or "*Alte Meister*" (the latter two issued by Seemann of Leipzig), a number of plates from the same might be placed on exhibition for, say, three months. This might be followed by a six-weeks' black-and-white show of good etchings from a private collection, or from the stock of the nearest museum or print dealer. After that, perhaps, a show of Greek art. The guiding principles should be: Keep the exhibit within reasonable bounds as to numbers, make selection with as much discrimination as circumstances will permit, and see that what you offer is made palatable. Dr. E. C. Richardson of the Princeton University library tells me that there a large collection of art photographs is drawn upon for permanent exhibition, the latter rearranged "every now and then" in order to exhibit fresh material, and that there have been a number of special exhibitions. (Incidentally, this university has a great variety of undergraduate courses in art.)

The matter of proper presentation is important. Not what is seen, but what is digested, counts. Good labels are a necessity; summary, with as little dryness as possible, informative, so that the student may see at a glance why a given picture was shown, and what are its good points. If relation to studies can be brought out in these exhibits, all the better. That naturally suggests the possibility of an occasional display of pictures illustrating a given period or personality in a given country. In the recently-printed little volume, "*Art museums and schools*," containing four lectures by Stockton Oxson, Kenyon Cox, Stanley Hall and Oliver S. Tonks, the significance of the museum to teachers of English, art, history and the classics is

considered, and the documentary value of art is properly emphasized. "In order to teach the classics," says Prof. Tonks, "you must know more of ancient life than is to be gleaned from the literature by itself." Viewed in this light, the old Greek vases and other art objects take on a new significance. But the ultimate object of all this must not be lost to sight, the cultural influence sought, the promotion of interest in art as a matter not apart from, but a part of, our daily life, a contribution to general culture. It is well to make it clear that a certain amount of appreciation of art can become as much a matter of course as certain elementary rules of good breeding. "Art," says Croly, in his "*Promise of American life*,"—"art cannot become a power in a community unless many of its members are possessed of a native and innocent love of beautiful things." These considerations, again, suggest the occasional exhibiting of plates illustrating decorative and applied art, say color plates such as those in Wenzel's "*Modern decorative art*," or "*Dekorative Vorbilder*," or similar books, if procurable, or black-and-white plates from books or art magazines. A judicious use of the library's books is advisable, not through lengthy lists in which the bibliographical instincts of the librarian might find vent. Reference to two or three books on a subject—whetting the appetite by displaying them at the same time as the plates exhibited—may lead to an occasional reading at spare moments. It may help also to show the fallacy of the "I don't know anything of art, but I know just what I like" attitude. You can not understand anything worth understanding without some trouble, any more than you can play football or bridge without some practice.

The matter of hanging must depend, naturally, on local conditions: amount and distribution and shape and location of available wall space or other space, financial resources, character of student body, etc. The simplest method is, of course, to suspend the pictures by clips from horizontal wires, but it is not under all cir-



cumstances the safest. Pictures may be fastened to a wooden background (usually covered with burlap or other textile) on the wall. In that case, care must of course be taken that thumb-tacks do not pass through the print. The shank of the tack passes close to the picture upon the outermost margin of which its head will then press. Mr. E. R. Smith of the Avery library at Columbia University, lays strips of bristol board over the spaces between the pictures, and overlapping the margins of the same; the tacks pass through these strips. Pictures fastened to the wall may be covered by sheets of glass held in place by strong tacks, or perhaps the brassheaded upholsterers' nails. Where prints are shown unprotected it may prove well to mount them, unless they are printed on thick and strong paper. (At the Newark library they use mounting board bound at the edge with buckram and further strengthened by pigskin corners; this is for prints which circulate among teachers.) Where frames are used with the intention of periodical or occasional change of exhibits, the back can be held by the familiar "button" device which can be easily swung aside so as to admit of changing the picture without extracting nails. Mr. Paul Brockett of the Smithsonian Institution, tells me that there the glass doors of bookcases have been used for exhibiting pictures. At the same place, wing frames—that space-saving device of a dozen frames with glass centered on a standard, and having a certain swing in either direction—have been used. Moreover, these frames were units which could be hung on the standard or placed against the wall. In some of the New York public library's branches, such frames radiate directly from the wall, to save space. A similar device is seen in a certain type of display fixtures, in which the swinging frames reach to the floor, and which may be seen in operation in the lithographic exhibition of Fuchs & Lang, Warren St., New York City. There is no protecting glass here, however, and I presume that the use of this contrivance

would be safe only in exceptional cases. Hints to exhibitors may be found in articles such as the one on "Mounting, framing and hanging pictures," by Miss Mabel J. Chase, assistant supervisor of drawing, Newark, N. J., in the *School Arts Magazine* for December, 1912, or in one on "Planning and mounting an exhibit" in the number for March, 1913, by George W. Eggers, who lays stress on the fact that "Every exhibit should definitely tell something." Still continuing the examination of this magazine, one notes in the issue of April, 1913, an article on the "Decoration of an assembly hall in R. C. Ingraham Grammar school, New Bedford, Mass." That relates to a permanent exhibit, and describes the distribution of pictures and other objects in such a manner as to make a harmonious arrangement of the whole room. But there are other periodicals, and there are readers' guides and other indexes and bibliographical aids, and this is not the place for lists.

Now, as to the material to be used for the exhibition. Outside of the resources offered by the library's own collection and the loan possibilities indicated, there are various dealers and other agencies to be taken into account. In the state of New York for instance, the division of Visual Instruction of the Education department has a circulating collection of pictures furnishing ample material for educational extension lectures and for study clubs. This consists of "Braun, Elson, Hanfstängel and Hegger carbons, Copley prints and bromides and Berlin photogravures." These wall-pictures are lent to schools and libraries, framed without glass, for a fee of 50 cents each per year. In other states, I presume state library commissions could give advice. There are the artistic lithographic drawings in color issued by B. G. Teubner of Leipzig at five and six marks apiece, the plates of Seemann's "Meister der Farbe" can be purchased separately, and dealers such as the Berlin Photographic Co., George Busse, the Detroit Publishing Co., Braun Clement & Co. and others could no doubt give lists and advice.

Importing book-dealers, French and German, must be considered. Not all of the material furnished by these concerns is equally cheap, but a certain amount of the higher-priced sort will serve for permanent exhibit.

Part 6, devoted to the art department, in John Cotton Dana's "Modern American library economy," is a very useful guide, not only in its record of accomplishment at Newark, but also in its hints as to sources, its list of addresses. Miss Ethelred Abbot's "List of photograph dealers" (Massachusetts Library Club, 1907) is properly emphasized for its usefulness, as is also the "Bibliotheca pædagogica."

For permanent exhibits the reproductions of certain examples in architecture, painting and sculpture which have become classical, are of obvious value. And here, too, the reason for inclusion may well be emphasized to the student, not only by proper labels but also by reference at the proper time in the class-room and lecture hall. Such classics in art will not infrequently be found reproduced better in black-and-white than in color. Should the library decide to procure color work by modern artists, such as the Teubner prints referred to, or the similar ones issued by Voigtländer or by the Künstlerbund of Karlsruhe, care must be taken to select such as are of general, and not merely local, interest. Say for example, the well known "Field of grain" by Volkmann. Such modern work also has the advantage of emphasizing the fact that there is work worth while being done today. It likewise shows the healthy tendency to enlarge acquaintance with home production, home scenery, home customs. We find that, for instance, in Germany, in Sweden, to a certain extent in England, and elsewhere. Much of the foreign endeavor in this direction has found its use in schools, but it involves some big principles in point of view which make a certain amount of its results of use in the college as well. But we should similarly pay attention to the best American work. Noteworthy attempts by American artists to interpret

American life and the beauties of our scenery deserve support. One notes with interest the attempt made by the American Federation of Arts' Committee on Art in the Public Schools to call attention to American examples in the fine arts by calling for an expression of opinion as to the best works produced by our artists. T. W. Stevens reported that the Chicago Institution, furthering the utilization of students' work in the decoration of public school walls, "encouraged the adoption of subject pictures for decoration; especially subjects in American history."

The help of the art department, where the college has one, may well be enlisted. (Parenthetically let me state that E. Baldwin Smith in his recent report on "The study of the history of art in the colleges and universities of the United States," Princeton, 1911, summarizes his statistics in the statement that of 1,000,000 students, 163,000 have any art courses at all offered them.) Not only have we such rich collections as those of the Avery Architectural library at Columbia, the Fogg Museum at Harvard, or Yale University, but collections of casts, photographs and books will be found at the disposal of the art departments of a number of other colleges. Such resources might be drawn upon so that some modicum, at least, of art influence may be extended to the rest of the institution. If the direct co-operation of the art department is secured it must necessarily be adapted to the needs of the case with a clear understanding of the fact that general students, and not art students, are to be served. The statement of Dr. Leigh H. Hunt, associate professor of art at the College of the City of New York is of interest here. His 6,000 boys, says he, would like to begin with the human face. They do not necessarily lean to the saccharine, but perceive human interest shown without the aid of the direct anecdote. They stand Memling and Ghirlandajo. "The boys love color," he continues, "and are easily led to love refined color. They admire the early English water colorists,—Cox, DeWint; also, Japanese

prints." After becoming interested in such refined color, they get a liking for monochromes—delft blue landscapes, sanguines and sepia drawings.

Efforts such as those I have indicated seem particularly called for where the college is away from art influences. But they should not be put aside even where the college is located in a larger center with an art life. Rather should the resources near at hand be turned to advantage. I have seen the statement that over 30 per cent of our museums are connected with educational institutions. Also, in a large city, there are numerous art exhibitions, most varied in character. But the very extent of all these opportunities may serve to keep away the student who has so many other duties and attractions. And, as Prof. Hunt points out, boys living at one end of a large city not only whirl past all such possibilities on their way to college, but in New York, using the subway, they pass under it and not through it. What is wanted is the direct, unavoidable presentation of art to those who are not yet sufficiently interested to seek art for themselves.

In the whole matter the ever-necessary exercise of common sense is commendable. Enthusiasm for the cause must be moderated and adapted to the point of view of the student. The didactic element should be unobtrusive. The student should be interested rather than admonished. Above all he should be led to see that a certain love and appreciation of art is not a "highbrow" affair but a proper, necessary and pleasure-giving part of the equipment of the cultured man. As proper and a matter of course as the avoidance of a necktie of shrieking colors, or as the use of the table knife for cutting only. Farther discussion of this subject, as well as decision as to the practicability of the ideas advanced, must be left to those who have a more intimate acquaintance with the problems, conditions and difficulties involved than can be had by one who has to deal with the readers in a large public library.

Mr. Goodrich called attention to the library of the University of Michigan as one place where ideas like those of the paper had been carried out, made a plea for color prints as against the everlasting black and brown, and suggested the possibilities of pottery and textiles in the way of giving life and cheer to the delivery hall. He referred by way of example to the beautiful drapery curtains in the John Hay library reading room—a vast relief from the ordinary roller shade and just as effectual.

At the end of the session, the nominating committee brought in the name of Mr. W. N. C. Carlton, librarian of the Newberry library, to succeed Mr. Keogh on the committee on arrangements; Mr. Carlton was unanimously elected. His term will be three years; the other members of the committee, Miss Askew and Mr. Goodrich, remain the same as this year. The session then adjourned until Friday night.

#### COLLEGE LIBRARIANS' ROUND TABLE

The round table for college librarians was held on Friday evening, June 27th, F. C. Hicks, of Columbia university, presiding.

Miss JOSEPHINE A. RATHBONE, of the Pratt Institute school of library science gave a talk on

#### WHAT COLLEGE LIBRARIANS CAN DO FOR LIBRARY SCHOOLS

In a recent lecture on administrative problems of the college library given to the students of the Pratt Institute library school the lecturer pictured the ideal college library of the future, with a staff consisting of specialists, each with a knowledge of his subject equal to that of instructors or professors plus a library school training, whose recompense should be on the same scale as that for the teaching of those subjects. I remarked afterward that before that vision could come to pass the college librarians should have to act as feeders for the library schools, turning

toward librarianship promising material from which the library schools could make the college library specialist of tomorrow. Hence this paper.

There has been a good deal of discussion in the Professional Training section about specialization in library schools—the desirability of having special courses to prepare librarians for technical libraries, for professional libraries, for legislative reference libraries, etc., etc., but I am convinced—and my conviction deepens with my increasing experience—that the time for specialization is before the library school course and not during it. Theoretically it does not seem possible that the same library course should be able to fit students for such different lines as children's work, municipal reference work, cataloging, branch library work, the scientific department of a university library, a botanical garden library, and the librarianship of a town library, but actually that is just what happens; recent graduates of our school are filling just such positions and each one found that her library training plus her previous education, experience and temperament enabled her to fill the special position satisfactorily.

Now what the college librarian can do for the library school and hence for the library profession, is, it seems to me, to make it known among college students that there are opportunities for the specialist in library work—to disabuse the mind of the man or woman who wants to pursue economics or sociology or some branch of science of the idea—almost a fixed idea it would seem—that a specialist in order to continue in his specialty must necessarily teach it, that teaching offers the only pld a terre, the only means of support for the student. Students of sociology and government are beginning to find their way into organized welfare work, it is true, but library work should be presented to them as a means of social service, of at least equal importance with settlement work or organized charity. That it could be so presented I am confident, and by

whom if not by or through the agency of the college librarian?

Schools and colleges are devoting an increasing amount of attention to vocational guidance. Will not college librarians make a point of seeing that the possibilities and diversified opportunities of librarianship are presented to the students each year? If they do not care to do this themselves, librarians or members of library school faculties might be found in the vicinity who would be glad to do it.

Once the subject of librarianship is presented to the student and the desirability of entering upon the work through the gateway of library school training is pointed out (I assume that no time need be spent arguing this point—but if I am wrong I shall be glad to discuss the matter with any dissenters later), the college librarian can further the cause by being prepared to advise students as to their choice of a library school. The college librarian should supply himself with the circulars of the several schools and should inform himself concerning the reputation, advantages, requirements, and specialties of the different schools. We all agree that there is no one best library school (except our own), but that each of them offer special opportunities that make them adapted to the particular needs of different students. To direct the inquirer to that school that will best fit him for the particular kind of work he inclines toward would be to serve the profession, the schools, the colleges, and the individual student. Will not the college librarian take this function upon himself and enrich the profession not only with the quiet bookish student who will develop into the old-fashioned librarian for whom there is still room, but with the specialist, the executive, the vigorous and enthusiastic altruist who wants to serve the world by positive, constructive, social work?

The following paper, prepared by Mr. ROBERT S. FLETCHER, librarian of Amherst College, was read by Mr. N. L. Goodrich, of Dartmouth:

### THE COLLEGE LIBRARY AND RESEARCH WORK

There was published in 1912 a "Union List of Collections on European History in American Libraries, compiled for the Committee on Bibliography of the American Historical Association by E. C. Richardson, Chairman."

In the preface to this exceedingly valuable work occurs the following extract from the Report of the Committee, December, 1911:

"It is clear from this situation that no library is self-sufficient—even Harvard lacking 930 sets, and all but 12 lacking on the average of 2,153 out of 2,197 works. Even as good colleges as Amherst and Williams, having but 26 and 17 respectively, lack 2,171 and 2,180 respectively out of 2,197, while probably 700 of the 786 institutions doing work of college grade in the United States are worse off than these."

I need hardly say that this is merely a statement of fact and in no sense a criticism or arraignment of any library mentioned or implied. Furthermore, it is undoubtedly true that analysis and reflection will render this statement much less startling than it appears at first glance. Whether we can explain and account for it to our entire satisfaction is a question which seems to me rather doubtful. Let me quote a little more from this same source:

"The most significant fact of the statistics of last year remains, however, substantially unchanged—the fact that only ten or a dozen libraries have as many as 10 per cent of the collections, and that out of 786 institutions which profess to do work of college grade, only about fifty libraries have as much as 1 per cent. The actual situation is even much worse than appears from the figures, since two or three inexpensive volumes of illustrative source books for class-room use are in the list through inadvertence, and undoubtedly swell the record of the minor institutions. It is safe to say that a majority even of the institutions included in the

Babcock list have less than one-tenth of 1 per cent of these sets, and yet these are titles which have been gathered from actual references and are the books which are liable to meet any men engaged in historical research at every turn."

If we assume that research work belongs only to the university—that it has no place in the college—we may dismiss these figures as possessing no significance for us, save as they throw some light on the inferior quality of the collections built up by most of our American libraries. If on the other hand we believe that the smaller institution should encourage its teachers to do research work, and should, so far as its resources allow, provide the facilities for such work, then I believe that a study of the conditions responsible for the situation set forth in the Committee's report cannot fail to be of some value. And while I hold no brief for the research worker I am strongly of the opinion that the college which does encourage original research can not but gain a higher quality of teaching, and at the same time acquire a collection of books which, if not notable, shall be at least thoroughly good.

It may be claimed, and in that case must be granted, that such a question as this is practically an academic one, and so pretty largely outside of the librarian's province. That is true, however, only so long as you leave the question unanswered—or answer it in the negative. An affirmative answer would bring the matter home directly to every college librarian in the country. The college which believes in research and encourages its faculty to do it, must have a librarian not only in sympathy with the movement, but one skillful in finding ways and means to make it a success, since in most cases the funds at our disposal for the purchase of books would seem to preclude the possibility of such a thing.

Before going further into the discussion of this phase of the question, let me return for a moment to the report from which I quoted. One or two conclusions may justly be drawn from the figures

therein presented. In the first place I think we may safely infer that the situation as regards History, so strikingly set forth, is repeated, and probably in an even worse form, in all the other departments of knowledge. Certainly we should not expect a library which was so weak in the research material of History, to be any stronger in Philology or the Sciences, or in Philosophy and Economics.

The second conclusion follows naturally from this, that the average college library—for it is with the college library that this paper concerns itself—has built up its collection with practically no emphasis on the acquisition of such material.

To say that this general condition exists solely because of the lack of funds is to my mind neither a real explanation, nor a real excuse. It exists primarily because there has never been any pressure from members of the faculty to bring about a different condition.

If we seek a reason for it we shall find it in the fact that research work has by tacit consent been left almost entirely to the university. Its place there—its vital importance in the university scheme of work—has never been questioned. Making all allowance for the difference in conditions I still cannot see why a thing that is confessedly of so much benefit to the university should not also be of help to the college. At the risk of getting a little off the track, and for the sake of making what I mean as plain as possible, it seems necessary to devote some space to a definition of the term research work. I am writing, of course, from the standpoint of an outsider, who expresses a purely personal opinion on a subject which interests him. There can be no hard and fast definition of such a term as this—at least not from a librarian.

I shall suppose then, that research work is of two kinds, both important, but one of them much more important than the other. The first and most common kind is that ordinarily done by the graduate student in the university. It is the gathering of material—the collection of information

on some particular phase of some particular subject—and is not only of value in itself, but when taken together with the work done by other students along related lines becomes part of the structure on which scholarship is built. We may call it analytical research work. The other kind is that done by the man of clear vision and wide outlook, mature enough to see that the analytical work is merely material for a bigger thing—call it what you will—the man who can take the information others have collected and impart it in the form of culture. This is synthetic research work. Now the university has much of the former, some of the latter. The college has need only of the synthetic. If its place in the educational world is to be permanent, its contribution to education must be cultural. The type of teacher it needs, and I believe must have, is the man who has done, or is capable of doing, synthetic research work. In his hands teaching takes on a vitality, a spontaneity, a genuineness that no one else can give it. That the book collection of the average college would be sufficient for the needs of men like this is out of the question. There would inevitably arise a demand for the purchase of works of an entirely different kind—a demand that would have to be at least partially met. This demand would be for research material, by which I mean the results of research work, and the problem of such a college library would become a problem in discrimination—the decision as to what of this material it should try to obtain.

It ought not to be difficult to draw a clear distinction between analytical and synthetic research material. Illustrations of the first will readily occur to you, one as good as any being the usual thesis submitted for the doctor's degree. All "source" material is necessarily analytical—is the result of a careful, painstaking, often laborious search for information: information that may illuminate some dark corner of the field of knowledge. But it is never itself illumined by the spark of genius, nor wrought by the loving hand of the

artist. It is merely the wood and the stone out of which a complete structure may some day arise.

Now how does the synthetic conception of research apply to History? A modern German writer has compressed the whole significance of it into a sentence: "The writing of History," he says, "is just as truly a will toward a picture as it is a knowledge of sources." In other words synthesis of the kind referred to is always the work of the artist, and in the nature of things becomes thereby a contribution to culture. Gibbon's "Decline and fall of the Roman empire," Lamprecht's "History of Germany," Rhodes' "History of the United States"—these are all synthetic: each one existed first as a picture in the mind of the artist, not merely as an array of sources from which the facts of history might be drawn.

"But," you say, "all libraries buy these books and others like them as a matter of course." Yes, we do, but I think the trouble is that we do not make books of this sort our standard, if indeed we have any standard beyond a favorable review or a request from a patron. It is no more true that the result of all synthetic research is cultural than that the result of all artistic endeavor is beautiful. Results here are just as uneven as anywhere else, with much that is good and perhaps even more that is bad, and it is when we come to discriminate that we are apt to go astray. Now a teacher such as I have in mind would keep abreast through the better periodicals of all that was being done in his particular line, and if facilities were furnished, would buy what he knew he needed—monographs, bibliographies, biographies, and some larger works—things that would not only give his teaching a vitality and freshness otherwise lacking, but would help to hasten the day when his own contribution to the world's culture should see the light.

Assuming, then, that a college accepts this view, and proposes to encourage its faculty to do research work, what are the practical ways in which the library can not

only co-operate, but further such an undertaking? For I believe there are several. A preliminary statement as to the functions of the college library would seem to be essential. These have often been set forth for us in detail, and I shall only enumerate them here. The first and most important function is, of course, to meet the needs of the students and teachers as they arise in the regular college work. Along with this is the supplying of books for general reading, outside of the curriculum. Most of these books are bought for members of the faculty, who are thereby enabled to keep in touch with the latest developments in their own and other fields, and to avoid the possibility of mental stagnation from too close association with a particular subject. I believe much more might—and should—be done in the way of developing a taste for general reading on the part of the students, but that is another story.

Apart from these what are the functions of the college library? To be, so far as it can the centre of culture for the community in which it is located: to aid the local public library in its work with woman's clubs, and high school pupils: to lend books freely to other libraries. And in our own case there is the added opportunity of being of some assistance to another institution in the same town.

Now these things are all important, and the librarian who does not realize it, who fails to utilize to the utmost the possibilities they contain for intellectual and social betterment, is not worthy of his hire. But the point of view I take in this article compels me to consider them as secondary. The college library exists first of all to supply the book needs of its own students and faculty, and for nothing else. The expenditure of its funds, always insufficient, must be limited to this chief function. It is probable that all these other things I have enumerated can be done without any financial loss to the library, but where any of them means a diversion of library funds it becomes unjustifiable.

I said above that there are several prac-

tical ways in which a library—more properly, perhaps, a librarian—can not only cooperate, but further a movement to encourage research work on the part of members of the faculty. My remarks are of necessity limited to my observation of conditions in the institution with which I am connected, and are not to be considered general in their application. At the same time, I am inclined to think that these conditions are reproduced, at least to a certain extent, in most college libraries.

The assistance which the library can render must, of course, be very largely financial. Only by releasing funds from present uses, or by increasing these funds, can we hope to buy material of the kind referred to.

I am convinced, in the first place, that we can save money in the purchase of books, and this not through better discounts, or any choice of agents, but through more care in the selection of the books themselves. In other words, submit all lists of proposed purchases to a more rigid scrutiny. Make all titles answer such questions as "Is this book going to be of real value to this library?" "Is its usefulness to be more or less permanent, or merely temporary?" "Could not our need for it be met by borrowing from another library?"

In our own case, at least, I fear a number of books are recommended by professors or others, and bought by the library, which could not survive any such test. This naturally applies not so much to department books as to those of a general nature, for in the last analysis the teacher must be the judge of what he needs to help him in his work.

Secondly, we ought to save money—I think a considerable sum—on our periodicals. And here the saving effected by dropping some from the list is a double one: not only the subscription price, but the cost of binding. I realize that I am treading on dangerous ground in this matter, and that most professors would say to drop all the books if necessary, but none of the periodicals. And I could wish for

enough space to elaborate my side of the question at some length, instead of touching on it only briefly. For I believe it to be of real importance—a thing that every college library must face and decide at some time or other. Here at Amherst we spent last year over 40 per cent of the income from our book funds on periodicals and their binding—a proportion which I cannot believe to be justified. Is there not such a thing as a "periodical" habit, into which all of us, librarians and professors alike, are apt to fall? We keep periodicals on our lists because they have always been there—were there before we came—although on reflection we are sure that no one ever uses them—not even the professor at whose instance they were ordered. In the first place, of course, he expects to use them, sometime if not now. Or he is sure that he ought to—that they would give him just the impetus he needs in his work. Or perhaps (and I should whisper this) he likes to have it known that the department is taking these things—"couldn't get along without them." Now the periodical that cannot prove its right—in terms of usefulness—to be on the shelves of a college library has no place there. And the significance of this for us is the fact that in being there it is keeping something else out! What we spend for it, and for others like it, would enable us to make at least a beginning on the acquisition of our synthetic research material.

These are two of the ways in which it seems to me a librarian in sympathy with this movement could further it. Another, possibly worth mentioning, is to refrain from binding miscellaneous pamphlets and other unbound material, mostly presented to the library, and which we are apt to think may some day serve a purpose. Part of it may—most of it can well be thrown away and the binding money saved.

"But," you say, "even in the aggregate these things do not mean very much; perhaps one or two hundred dollars at the outside—one or two or three research collections a year for your library." No,



they do not mean very much, by themselves, or in the purchasing power of money they are instrumental in saving. But they stand for something definite and logical; they are indicative of a determination on the part of an institution to get men of a certain type for its faculty, and to provide them with facilities for doing the broadest and biggest work possible. I may be mistaken, but I am inclined to think such an institution could find more money as it needed more. And the librarian skillful in discovering ways and means would not be contented with his yearly appropriations, but would succeed in interesting trustees and friends of the college to a point where interest would be translated into deeds.

Now there is, of course, another side to all this, and we should be short-sighted indeed not to recognize it. The college library which spent any considerable share of its funds for research material which really belongs only in the university library would have no means whatever of justifying itself—would be worse off than an institution which had no research material whatever. How may we guard against this danger? I must take it for granted that the sort of teacher I have been considering would choose his research material wisely and with the right perspective. In case he failed to do this I should expect the librarian to tell him so. And back of the librarian should be a real library committee; so constituted as to represent the different departments as fairly as possible; having charge of the allotment of book funds; advising and helping the librarian in the shaping of the library's policy; the court of last resort when an expensive and somewhat doubtful set was being considered—I can conceive of such a committee as being one of the greatest factors in the success of this whole undertaking. Let at least two types of teachers be selected for it. The one a man whose chief interest centers in the personal and human side of his students; who puts them first to the extent that his work is with them rather than

with books or scholarly endeavor. The other the man I have defined as the synthetic research worker, broad in his sympathies toward his students, but a man who realizes both the need of the age for culture, and his own ability to contribute to it something worth while. By a fusion of such types as these the rights of all would be conserved—the needs of all met so far as possible.

Just a word more by way of summary and I shall be through.

I believe the book collection of the average college library is much below what it might be in point of quality. A possible way of changing this situation for the better is to encourage members of the faculty to do research work. This would also result in a higher standard of teaching—or so at least all the teachers with whom I have talked assure me. It is not necessary to assume that research is essential to scholarship, but merely that it adds something to a man's efficiency and power that can be gotten in no other way. The college librarian, if he cares to, can play an important part in bringing these things about.

You will doubtless find this scheme—represented here only in outline—rather idealistic, but so, I take it, are all educational schemes. I can only hope that you will find also some soundness in its theory—some small addition to the constructive criticism of a condition which I believe to be fundamentally wrong.

Miss MINNIE E. SEARS, head cataloger of the University of Minnesota library, presented a paper on

#### CATALOGING FOR DEPARTMENT LIBRARIES

Before beginning the discussion of cataloging for department libraries, let me say that as it is a subject which is still in the experimental stage and not yet capable of generalization, the statements made in this paper are based, partly upon information collected from certain university libraries in which this problem is now being worked out, and partly on my own

experience in organizing the department catalogs of the University of Minnesota. The other libraries quoted are those of the University of Chicago, Columbia, Illinois, Johns Hopkins, Michigan, Missouri and Wisconsin.

In considering the problem of cataloging for department libraries, we may start with a definition and an assumption. For the purpose of this discussion it may be said that a department library is not a mere handful of reference books on a subject, but a more or less comprehensive collection of books on the subject shelved and used separately from the collections of the main library; and it may be assumed that the necessity for a separate catalog of such a collection is admitted by all.

Assuming this, the first question that presents itself is that of the form of the department catalog. Shall it be an author, a classed or a dictionary catalog, or, since in most cases the department library is a small open-shelf collection, will it suffice to have a shelf-list only, serving also as a classed catalog? The shelf-list would offer the simplest and cheapest solution of the difficulty, but the day when it was accepted as a solution of the entire problem has passed. Not one of the libraries consulted suggests the shelf-list alone as a possible arrangement. An author catalog, at least, is needed in addition, and the majority of these libraries report dictionary catalogs in some of the department libraries, if not in all. Chicago University is to provide for the department libraries outside of Harper building an author catalog and a shelf-list, where printed cards are available, and an author catalog only for the department libraries within Harper building. Columbia, Michigan, Illinois and Minnesota have dictionary catalogs for all department libraries. Missouri has dictionary catalogs in 3, and Wisconsin in 2 department libraries, while Johns Hopkins is to have dictionary catalogs in all department libraries which are outside its main building.

A more difficult question is that of the scope of the catalog. How exhaustive is

it possible, or even desirable, to make it? It must, of course, include all books in the department library itself, but shall it also record all books dealing with the same subject to be found elsewhere in the university? Such completeness of record would be the ideal arrangement, and would, undoubtedly, meet with the hearty approval of the university departments. But will not the cost be prohibitive to many libraries, even in this day of printed cards and multigraph? To be of value, such elaborate cataloging should be done thoroughly and systematically and above all, once undertaken, should never be allowed to lapse, or confusion will be the result. The fuller information about related materials in other parts of the library can always be obtained from the main library catalog, if that record is a union catalog of department libraries as well; and if the department librarian is in telephone communication with the reference librarian at the main library, the information can be obtained almost as quickly as if it were included in the department catalog. We may, therefore, conclude that the department catalog complete for its own library but not including related material in other libraries, is the most practicable form under present conditions, although the ideal form is the more complete catalog which expense at present generally prohibits.

The third point which our problem raises is that of variations in cataloging from the rules followed in the general library catalog. The first important variation which suggests itself as possible is in the treatment of analytics. Shall analytics be included in the department catalog, and if so, shall they be the same as those in the general catalog? On this point the practice of our eight libraries varies somewhat. Chicago University is not planning to include any analytics in its department catalogs, and Johns Hopkins includes only a few. Illinois, Michigan and Minnesota, in the main, duplicate for their department catalogs the analytics made for their main catalogs and, as a rule, include no addi-

tional analytics. The Columbia practice is more ambitious, as that library includes in its department catalog analytics (mainly articles in periodicals) which are not included in its general catalog. An article in the *Columbia University Quarterly* for March, 1911, states that the department catalogs have analytics for all important serials that bear upon the work of the departments whether shelved there or in the general library, that is, the department library catalog attempts to serve both as catalog and index. These cards are intended for temporary use only, to be removed when the demand for them ceases.

In most university libraries it would be impossible to keep up systematically such elaborate catalogs, and it is not clear that such indexing—for it is indexing rather than cataloging—would be desirable in all places. A catalog can never be made to take the place of a reference librarian, or of an intelligent use of the important annual and other subject indexes to the literature of a subject, such as *Psychological Index*, the various *Jahresberichte*, etc. Moreover, every reference or department librarian naturally does more or less in the way of keeping up card indexes or bibliographies, which are frequently revised and the old material discarded as new and better material takes its place. Such reference indexes are simpler and more practical than serial analytics in a department catalog, since they do not call for expert revision and absolute uniformity of subject headings. On the whole, the tendency of present opinion and practice seems to be that important analytics which are useful in the general catalog are useful in the department catalog also, but that beyond that it is better to encourage the use of the printed indexes and the keeping of an informal reference index for material not yet included in the printed aids.

A more important possibility of variation, where the department catalog is dictionary in form, is found in subject headings. Will the same headings that are found satisfactory in the main library

catalog serve equally well in the department catalog as used by specialists? Too much emphasis can not be laid upon the fact that any variation of this kind greatly increases the cost of the cataloging, as the assigning and revision of two sets of subject headings, one for the general and one for the department catalog, will mean that that part of the work is greatly increased, though not doubled. The correct assignment of subject headings presents enough difficulties under any circumstances, and the catalog supervisor should hesitate to multiply these unless there is strong reason for doing so. In libraries which have adopted the Library of Congress subject headings, those headings, with minor variations, will, for most subjects, be found satisfactory in the department as well as in the general catalog. Law will at once occur to all as a subject for which it may be desirable to run two sets of headings. We have done this at the University of Minnesota, using the special Library of Congress law headings in the department catalog, and the regular Library of Congress headings in the general catalog. A point to be carefully considered in adopting more than one set of subject headings, moreover, is the possible confusion of mind that may be produced in the student, the exigencies of whose work require him to use more than one of the library catalogs. Such records are certainly much easier to use when there is uniformity of subject entries, and the adoption of several different sets of subject headings will certainly cause confusion, even to members of the library staff, much more to students.

After the questions of form, scope, and contents of the department catalog, comes the practical question of how best to get the work done. It can be done in either of two ways, by the regular cataloging force of the university or by the department librarians. In most university libraries the cataloging staff is small in comparison with the amount always to be done, and the work of keeping the general catalog up to date taxes all its powers, and leaves

no time for extra records such as department catalogs. On the other hand, does not the department librarian have more or less time which, when properly arranged, could be given to cataloging under the direction of the head cataloger? We have found this to be the case at the University of Minnesota. Until three years ago our department libraries were all under the supervision of the various departments, and hence in a more or less chaotic state. Some of these have not yet emerged from chaos. In these three years, however, we have evolved a system by which this work is done by the department librarians, or, in one case, by an assistant in the department library. It has so far proved a perfectly workable system for our given conditions. All the department librarians so far appointed have been either library school graduates or people with equivalent library training, and in addition to that, in some cases, with special knowledge of the subjects of the departments. One of the first duties of the department librarian, on taking charge of his library, has been to organize it, classifying and cataloging it under the supervision of the head of the catalog department, but doing the work in the department library. The question has been raised as to how the department librarian could do the reference work and other work of his library, and at the same time catalog the department books for both the department and general catalog. Of course the cataloging will be intermittent and more or less interrupted, as our rule is that the work for the public must be done first. Until, however, the books of a department library are in order and properly listed, no satisfactory reference work can be done with them. Our own experience has certainly been that the reference work of our department librarians has been strengthened by their work of cataloging. The general library gains also from this work of the department librarian, as the latter does the cataloging of his books for the general catalog at the same time as that for the department catalog, and so the growth of

the general library catalog is greatly promoted, without a corresponding tax upon the resources of the catalog department. In as far as possible the work is revised by the head cataloger or a reviser, in the department library, but in some cases of difficult revision it has been found necessary to transfer the books to the catalog department for revision there. At present, whenever printed cards can not be obtained, all cards are actually made by the department librarian, but as soon as we are able to adopt the multigraph, rough copy only will be supplied by that assistant.

After the department library has been thoroughly organized and cataloged, the department librarian goes on with the lighter task of cataloging the current accessions of his library for both the department and the general catalog.

Some of the advantages of thus having the work done by the trained department librarians are:

1. It adds several workers to the cataloging force of the library, and thus makes it possible to do much more in the way of providing needed departmental catalogs. This fact has been of great importance with us at the University of Minnesota, where, with the present cataloging force alone, it would have been impossible to provide these catalogs. Besides, there is the advantage to the general library of getting the cataloging of these same books done for the general catalog.

2. The department librarian should have, and generally does have, special knowledge of his subject, which is of assistance in cataloging, especially in classification and the assignment of subject headings.

3. As the work is done in the department it is easy for the department librarian to consult the professors whenever necessary or desirable.

4. There is a real advantage to the department librarian in the added familiarity with the department books which he has gained in cataloging them. This is particularly true in the case of the librarian

who, in the beginning, is not a specialist in his subject, but even the specialist may gain some knowledge from this handling of the material which will help him in the service of his readers. Moreover, if he has actually made the catalog, he can use it more intelligently himself and instruct his students better in the use of it.

Our scheme has certain disadvantages as well as advantages. Some of these are:

1. There is danger that not enough cataloging research work will be done when the cataloging is done in the department library, because many of the important catalog and bibliographical aids are not accessible outside the catalog department—for example, the depository or union catalog of printed cards.

2. There is danger that the existing records will not be consulted enough, because the general catalog is not easily accessible and can only be consulted on special trips to the main library.

3. When the work is thus decentralized, there is much greater difficulty in obtaining from the various assistants work which is even fairly uniform. No one who has had experience in trying to manage such work will minimize this difficulty. For this reason, the revision is more difficult, and must be done with the greatest care, especially in the matter of subject headings.

4. It is sometimes more difficult to get good cataloging from those whose first interest does not lie in this branch of the work, and who are not closely associated with the regular catalogers, and familiar with the many traditions of a catalog department. For this reason we have found at Minnesota, that it is an advantage to have a newly appointed department librarian work in the catalog department for a time before taking up the work in his library.

We have found, however, that with us the advantages outweigh the disadvantages, particularly the one great advantage that it has been a practical way of accomplishing work which could not have

been done by our present cataloging department.

### Summary

A tabulated summary of the replies received from the libraries circularized has been prepared, but as it is too detailed for reading here, I will omit it, and present, instead, a few conclusions which may fairly be drawn from this summary. While practice is not uniform on any one point of department cataloging, certain tendencies toward uniformity are clearly evident.

1. In the matter of department librarians there is clearly a tendency towards the appointment of trained workers having, whenever possible, some special knowledge of the subject of their departments as well. This, of course, is important, if the cataloging is to be done in the department libraries. All these libraries feel, also, the need for some kind of department catalogs, although the number of such catalogs already established varies from three at the University of Wisconsin to twenty-three at Columbia.

2. There is a pretty general agreement that the dictionary catalog is the most desirable for department libraries. Columbia, Illinois, Michigan, and Minnesota report dictionary catalogs in all organized department libraries, and Johns Hopkins in all department libraries outside the main building. Wisconsin and Missouri report dictionary catalogs in certain department libraries, and Chicago reports author catalogs and shelf-lists. All the libraries using dictionary catalogs report the use, in the main, of the same kind of subject headings in department as in general catalogs, except for certain special subjects, such as law, or for certain highly specialized collections, such as the Avery Architectural library at Columbia.

3. There is a somewhat greater variation in the scope of material to be included. So far, only two libraries, Columbia and Michigan, report any department catalogs covering more than the material in the department libraries, but Missouri and Minnesota report that they intend, eventually,

to have their department catalogs include all books on the subject in the university. In the matter of analytics the majority practice is to include the same analytics in both general and department catalogs, although Chicago uses no analytics at all in department catalogs, while Columbia, at the other extreme, includes more analytics in department catalogs than in the general catalog.

4. Present opinion seems to be pretty evenly divided on the subject of whether the actual work of cataloging should be done by the department librarians or by the regular cataloging force, although there is perhaps a tendency to have this work done by the department librarians wherever there are trained workers in charge of the department libraries. Universities in which the work for department catalogs is done by the department librarians, report that the department librarians catalog these same books for the general catalog as well.

In conclusion, let me repeat that if the cataloging is done by the department librarians, too much emphasis can not be laid upon the fact that it is absolutely essential to have all this work done under the supervision of the head cataloger, with the most careful revision. Otherwise there will be as many varieties of cataloging as there are department librarians.

In behalf of Dr. W. Dawson Johnston, of Columbia, Miss Isadore G. Mudge read the following

#### PROPOSAL FOR A CATALOG OF UNIVERSITY SERIAL PUBLICATIONS

One of the desiderata of our exchange departments, as well as of our reference departments, is a catalog of American university serial publications. This should give in addition to the general title, a full table of contents, and an index of the same. It may be prepared by one library, or co-operatively by the library of each institution issuing such series, and published by a central institution, as the bibliography of American historical societies was published by the Smithsonian Institution, or

published as the trade list annual is, each institution printing its own catalog and forwarding it to a publisher to be indexed, bound with the catalogs of publications of other institutions, and so published.

The desirability of such a catalog as a record of American university publications was presented to the Executive Committee of the Association of American Universities at its last meeting. The Committee voted to recommend to the Association the passage of the following resolution:

"Resolved, That the Association of American Universities recommends to each of its constituent universities the preparation of a catalog of its serial publications and the printing of the catalog in a form which will permit the publication of the several catalogs as a collected work, so arranged and indexed as to make it a useful work of reference."

If the members of the College Section are similarly interested in such a catalog, similar action on the part of the section may be desirable. I present this suggestion with some diffidence because although the catalog will save librarians much labor in the long run the preparation of it would involve a large amount of extra labor in the immediate future. In spite of this, however, I hope that it will receive your favorable consideration.

After some discussion it was voted that the proposal be referred to the executive committee of the College and Reference Section for consideration.

The meeting then adjourned.

#### 'REFERENCE LIBRARIANS' ROUND TABLE

The meeting of the Public Library Division of the College and Reference Section was held on the evening of June 27. It was called to order by Edwin H. Anderson, who turned it over to Miss Sarah B. Askew of the New Jersey public library commission, who acted as chairman for the evening. The first speaker was Miss MARRILLA WAITE FREEMAN, librarian of the Goodwyn Institute library of Memphis, who spoke on

# SCIENTIFIC MANAGEMENT, AND THE REFERENCE DEPARTMENT AS A BUREAU OF INFORMATION

What we call "reference work" has been a little in disrepute of late, and there has been some discussion as to the amount of time which may legitimately be spent in helping the curious inquirer to learn how many of the Louis's died a natural death, or whether Helen of Troy wore locks of Titian red. But it is only in the large library that there can be any limitation of what we call the reference department to the handling of such academic quibbles. It is true that in the large library the technical department, the business branch, the art department may limit and thin the quality of work left to the reference librarian, till she (or he) may feel that only the dry bones of the day's research are hers (or his). But in the small library there is no such limitation, and the reference librarian, who may also be the head librarian and the chief cataloger, may come in touch each day with every sort of human interest, from the eager desire of the office clerk to get back to the soil by the road of raising rice in Arkansas or apples in Idaho, to the yearning for economic independence and artistic expression in the soul of the girl who comes to pore over books on design.

To one who is fully awake to the human side of things, there can never be any dull monotony in the life of the reference librarian. I have often wished I had time --and genius--to write the Romance of a Reference Library. It would cover as many pages, and be almost as thrilling as the Thousand-and-One-Nights. I wish I had time to tell you the Molly-Make-Believe Episode of Goodwyn Institute library, or the Tale of the Telegram from the Nicaraguan Revolution.

Now in the small library where one reference assistant must be so many things to so many people in the course of one day, there is special need of scientific management of time, labor, methods, resources. Fortunately, the reference assistant has

few statistics to trouble with. The only record that seems essential is that of questions asked and topics looked up. A pad of paper, dated, kept at one's elbow, and questions jotted down almost as they are being asked--this gives an interesting basis for monthly and yearly reports, and makes something to show for the day's work much more interesting than mere figures, and does furnish certain figures, especially if we add, after each topic, approximate number of books, pamphlets and magazines used in getting information or material desired.

From these daily sheets interesting deductions can be made, classifications of different kinds and sources of questions asked, what classes of people are users and which are non-users of the library, on what lines the library needs to build up its resources, in what directions it needs to advertise better. Red pencil checks may be placed against more significant topics, for quick summarization at the end of the month. If the question is for school or club work, or likely to recur again, take a pencil and small pad, write Panama canal tolls or labor laws affecting women, or whatever the subject may be, at the top of the pad, and make rapid note of magazine articles, books, etc., looked up. Much time is lost in looking up the same things over and over again, sometimes by one assistant, and sometimes by another. Lists jotted roughly down while material is being looked up, or directly after, may be copied by typewriter on catalog cards and filed alphabetically in a special tray of the catalog case, where they will be quickly available for the next call. For debates, the material listed on cards should be grouped roughly under "general," "affirmative" and "negative." It saves time, also, in collecting books on the reserve shelf for a debate, to mark the places by clipping to the page a slip labelled "affirmative" or "negative." Of course, for debate work the first aid to scientific management is the use, so far as possible, of the work done by others in such invaluable little

manuals as the Debaters' Hand-Book series, and the debate pamphlets of the Universities of Wisconsin, Texas, Iowa and others, supplemented by the latest magazine articles in the Readers' Guide.\*

The same economic principle applies, of course, to every other class of subjects looked up. Make use of work done by others, whether in the form of bibliographies, indexes, reports and publications of special organizations, or what not. Two small indexes which save much time in the small library are the Pittsburgh Library Debate Index and their Contemporary Biography. Though the latter is now ten years old it is still extremely useful to those libraries which are so fortunate as to own copies.

Another economy of time and money is the using of book-lists printed by other libraries or organizations, checking on them the titles in one's own library, putting the library stamp upon them, and distributing them to the class of users interested. Goodwyn Institute library has recently done this with the booklet entitled: "What to read on business efficiency," issued by the Business Book Bureau of New York.

An important psychological point is always to get one good piece of material before each researcher promptly, then other material may be gathered more deliberately. If several people are waiting at once, give each one reference to start on rather than serve one in detail while all others wait their turn. Perhaps this is a small and obvious trifle to dwell upon, but it is a bromidium that trifles make success, in reference work as in anything else.

Returning to the wisdom of using others' work, I must emphasize the importance of collecting the material put out by all sorts of special organizations. We know that every subject now has its literature, from "votes for women" to the extermination of the house fly or the loan shark. And much of this matter, often in pamphlet or leaflet form, is obtainable free or at small

cost. Frequently such literature is the latest and most authoritative word upon any subject.

In our scheme of scientific management, therefore, the small library, perhaps even more than the large, can not afford to do without collecting such literature. The pamphlet collection is indispensable. It means work, but in the end by its live usefulness it saves time. By scientific management and intensive use a small library with a good pamphlet collection can get better results than one three times as large whose resources are not up-to-date and thoroughly made use of.

First, a word as to the filing of such material; second, as to sources for securing it. I cannot attempt to offer any new solution to the vexed problem of pamphlet disposal. I will merely state briefly how Goodwyn Institute library handles its pamphlets. We have found the system of filing in pamphlet boxes most convenient and practicable. A box is lettered with D. C. number or inclusive numbers, and with subject or subjects included, as 334.6 Agricultural credit. Pamphlets are counted as received, but not accessioned. If important, catalog card is made under subject, or author, rarely under both. If of slight or only temporary value, they are merely marked with class number, and placed in box without cataloging. Sometimes merely a general catalog card is made to show that the library receives all the publications of an organization, as with the National American Woman Suffrage Association, or with the American National Child Labor Committee. In these cases there would be both author and subject card. Any specially important publication of the association would be brought out by separate card. A check on the pamphlet would indicate whether or not it had been cataloged.

For the small library which has not time to catalog individual pamphlets, it would be sufficient to make one general card for each group, giving class number and subject heading, as: "325 Immigration; for material (or for additional material) on

\*A brief list, entitled "Debaters' Aids," was distributed in connection with this paper.



this subject, see pamphlet collection," or merely, "See also pamphlets."

Goodwyn Institute clips also the local newspapers and a few others for matters of local or special interest, mounts the more valuable clippings on manila sheets, 8x10 in size, numbers them, occasionally catalogs an important one, and files them with pamphlets on the same subjects. To keep the collection from becoming obsolete, or occupying too much space, it should be gone over once a year, and old pamphlets and clippings and their cards withdrawn and destroyed. With many constantly changing subjects in agriculture, engineering, current problems, etc., it becomes instinctive with the reference assistant to bring forth first to the would-be investigator the pamphlet box or boxes on that subject, then the more recent magazine articles, and only last the books.

In Goodwyn Institute library the pamphlet collection is supplemented by a vertical file, arranged alphabetically under the same headings as the pamphlets. In this file are placed letters, circulars, type-written lists, and the like, not advisable to be placed in the pamphlet boxes. A practical plan for indexing this material is a general card on each subject included, to be filed at end of regular cards in cataloging: e. g. "Levees; for additional material, see vertical file." For the very small library the vertical file is perhaps the most convenient arrangement for disposing of pamphlets and all unbound material in one place.

Some of the larger libraries bind in inexpensive form all pamphlets which are considered worthy of preservation, but for the small library this seems necessary only in the case of pamphlets of unusual value or size.

Now as to some of the sources of the pamphlet and ephemeral literature which is so valuable. I can not do better than to remind you again of two lists with which you are probably already familiar. The first is "Social questions of today, selected sources of information, compiled by the Free Public Library, Newark, N. J.,"

1911. It may be obtained from the Editor of Special Libraries, State Library, Indianapolis, for ten cents. It includes the names and addresses of organizations interested in social questions, such as the American Civic Association, the Russell Sage Foundation, the Vocation Bureau of Boston, and an index of subjects covered by the publications of these organizations, such as the cost of living, prison reform, sex hygiene, vacation schools.

The second list is entitled "The library and social movements; a list of material obtainable free or at small expense." It may be had from the A. L. A. Publishing Board for five cents. This list includes material on all sorts of sociological questions, from co-operative stores to workmen's compensation. From these two lists a good working collection of up-to-date, inexpensive pamphlet material on social problems may be obtained. Among recent organizations, born since these lists were published in 1911, are the Drama League of America, the American Commission on Agricultural Co-operation, the Southern Sociological Congress. All these put out valuable and inexpensive reports and publications. It would be a boon to small, and even large libraries, if the A. L. A. Publishing Board would father a new list including and enlarging the material of the two 1911 lists, and adding the most important new organizations and publications which have since come into being.

The recently published index to Special Libraries, Vol. 1-3, makes available, in that indispensable little journal much valuable material on current questions, and sources of information.

For all subjects, technical, scientific, historical, sociological, covered by the U. S. Government publications, and these subjects are innumerable, a convenient guide to selection is offered by the brief classified price-lists furnished by the Superintendent of Documents. The suggestions in the little weekly Government Publications, published by M. E. Greathouse at 510 12th St., N. W., Washington, at fifty cents a year, are also helpful, as are the notes in

the A. L. A. Booklist, which now lists many government documents. The "Interesting Things in Print" column in Public Libraries should be carefully scanned, as should the "Periodical and other literature" department of the Library Journal.

To get upon the regular mailing list of as many organizations as possible saves much time spent in writing for individual publications. And even where there is a membership fee, as of \$2.00 per year to the Drama League of America, for example, it will bring far more valuable returns in twelve months than the same amount expended in books.

The first labor of writing for and handling a collection of pamphlet literature seems considerable, but when properly organized its daily up-keep is not difficult and its presence in a library goes far to make possible the scientific management of the queries and problems which come each day to the reference desk.

May I rather say the information desk. We librarians are so at home with our own terminology, have talked so long and familiarly of reference desks, reference work, the reference library, that I doubt if we ever realize the foreignness of our language to the shy visitor within our gates. "Ask in the reference room" means worse than nothing to him, but the simple legend "Information desk" will draw him like the kindly and familiar face of a friend.

The idea that a modern library is, or should be, a central Bureau of Information for its town or city is one that we first have to get thoroughly into our own heads, and then impress upon our public. In the effort to find the simplest and most effective way to present this idea to our Memphis public, we tried running the following card in the street cars:

What do You want to Know?

You have 12,000 Books, Trade Journals, Magazines on all subjects, and an Information Bureau for Your use absolutely Free in Goodwyn Institute Library.

We were able to make specially advantageous terms with the street car advertising company, whose representative had himself made use of the resources of the library, and we have been running this card, or similarly worded ones, for over a year. The results, sometimes direct, sometimes indirect, have been very interesting. The card has brought us many business men, and other street car users, who, seeing our invitation daily, recall it from the depths of their subconsciousness when they do want to know. The card is often taken quite literally, as in the case of the young Russian from Odessa, later from St. Louis, who read the sign in the street car which brought him from the railway station. He came straight to the library and to the information desk, told his story briefly and succinctly, and asked how he could find a position as house boy, for which he was qualified. The Jewish Rabbi happened to be in the library at the moment. He called up the head of the Jewish Charities, who on hearing that the lad was from Odessa, said: "Why, that is my native place! Send him along and I will surely find him something." And he did.

Another bright-eyed youth, who worked with a moving-picture corporation in the daytime, but had his evenings free, came in to ask if we had d'Espuy's "Architecture antique." He was overjoyed when he saw it and other folios on the subject, said he was wanting to go on with the study of architecture at night, and had seen our street car card. "That card's a fine stunt," he added. Then there was the case of the two young men who had come down the river by boat from Iowa, looking for work as extra Christmas clerks. They were sent up to us by a policeman, from whom they asked information. We sent them to the Y. M. C. A. Department of Employment, and one of them afterward came back to tell us they had both gotten a job. We do not at all mind being teased a bit about our "Employment Bureau," so glad are we that the policeman and the man-on-the-street should instantly think of Goodwyn Institute library when asked for any in-

formation which he cannot give. We desire to be regarded as a sort of central clearing house for general information, even when the question is of so primitive and vital a nature as how a man shall earn his next meal, and to this end we take as our motto "Nothing human is alien to us."

We think it is within our legitimate field to tell the man not that he has come to the wrong place, but to tell him the address of the right place, and sometimes even to give him a note or do a moment's telephoning that will connect him with the right place, and will make him feel that the library's "What do you want to know?" means him.

The point I wish to emphasize is: Never let a man go away without either the information for which he has come, or the knowledge as to where he may find it. This does not mean that we must spend precious time in looking up irrelevant questions, or in attempting to handle matters which some other library or organization could deal with more efficiently. It does mean that it is our business as a Bureau of Information to know just where that question can be most effectively handled, and then to direct the inquirer there.

Thus if a man desires a certain address in Los Angeles, we send him to the Cotton Exchange, one block away, which has a full line of directories, open to the public; if a certain government monograph which we do not possess, we refer him to the Cossitt library, which as a government depository has a full collection of public documents; if other than a very simple legal reference, we refer him to the law library, mentioning its hours and restrictions.

If the information desired may be secured by letter, we often give a reader the necessary address and let him write himself. We ought, of course, to save the library's time in this way whenever possible. Yet frequently the information or material to be secured would have a future value to the library itself, or to the city, and whenever this is the case, this advantage, together with the reader's grateful appre-

ciation of the library for getting him what he wants when he wants it, surely justifies us in writing the letter ourselves. Thus, Goodwyn Institute library has recently secured much information and literature on smoke abatement experience of other cities, for engineers suddenly forced to apply modern methods by a stringent city ordinance. Assistance has been given in the same way to the Mississippi Valley Levee Association; to a committee appointed to present a county insanity commission bill to the state legislature; to the city engineer, on the practice of different cities as to grade-crossings and railroad track elevation; again to an individual reader who wished to learn what diseases are native to South Carolina in distinction from those supposed to be cured by residence there; to a local manufacturer on the process of making paper from cotton stalks; to a student on the death rate and prevalence of tuberculosis among negroes; to another on the best methods of alfalfa raising in West Tennessee.

The use of the telephone is encouraged for information needed quickly. If a busy business man wishes to know the name and address of the U. S. Consul in Peru, the 1910 population of Guthrie, Oklahoma, the meaning of a troublesome phrase in a Spanish letter, he appreciates knowing that he can get a prompt reply by calling up the library. The St. Joseph library makes this feature of its information service effectively known by attractive blotters and leaflets sent to business men.

We are all familiar with the insistent demands of club members and of school children, set sometimes, the former by the club system, and the latter by the school system, to subjects beyond their grasp. Of the vexed problem of distributing our crowded hours judiciously among all these demands, Miss Bacon has written most lucidly in her delightful paper on "What the public wants," in the May (1913) Library Journal.

Certainly we do have to learn to discriminate as to the time and attention we give to each demand upon us. Yet each is im-

portant to the man, woman or child, who makes it, and however briefly and expeditiously we may dispose of it, let us make the questioner feel that he did well to come to us, that we are for the moment concentrating upon his problem, and that we are giving him the best assistance in our power, even if it be only an address, or a telephone number, or the name of the book in which his question will be answered.

Let me repeat that it is all largely a matter of making our library a clearing house of information, of connecting the man with the answer to his question, rather than of necessarily answering it ourselves. And to this end, and by these means, may the small library be as useful as the large.

The next speaker was Miss SARAH B. BALL, librarian of the business branch of the Newark free public library, who spoke on

#### WHAT ANY LIBRARY CAN DO FOR THE BUSINESS INTERESTS OF THE TOWN

Have you ever felt discouraged over the purely potential value of your reference books, because they seem to remain forever potential? Have you ever turned the pages of the World Almanac and sighed over perfectly good answers which you could give to questions that nobody asks you? Every reference librarian present knows what I mean. When is wheat harvested in Burmah? Who is the secretary of sanitation in Cuba? How long does it take a letter to go from New York to Melbourne, via Vancouver? Are grapes more nutritious than plums? What are the dues in the Knickerbocker Club? What three nations have dominions on which the sun never sets? How many shipwrecks last year on the U. S. coasts?

These questions are being asked by somebody and being answered in a fashion by somebody. Very often that "somebody" is the editor of the query column in the newspaper. The newspapers of the country have educated the people to turn to

them with their questions. How many of those questions could be answered just as well or better by the public library? How often the newspaper itself turns to the public library for the answers? Here is truly an unnecessary duplication of work and a loss of time. Here is also a high-road to popularity and an opportunity for usefulness to a community clearly seen by newspapers and worth cultivating by public libraries.

While we are making laws, librarians might conspire to put through a city ordinance to compel all questioning people to call on the public library as the first source of information. As that is manifestly impossible, something must be done to attract the business and trade interests of a town to the public library as a bureau of information. Why? Because the citizens pay taxes to support an institution—the public library—that they may be, by that institution, helped to become not simply better, but also wiser; not simply wiser, but also better informed; not simply better informed in general, but also better informed in city affairs; not simply in city affairs, but also in the affairs of each industrial unit. In a word, the city supports a library that the library may help it to become more harmonious, better governed and more productive.

As the institution is supported for specific purposes, it should not only be prepared to fulfill these purposes; it should also let it be known to all that it is thus prepared.

It should let those who support it know that it can not only help one who seeks general culture; but can also help one who seeks knowledge of city management in any of its countless aspects, or knowledge of methods of productive or distributive processes in any of their countless forms.

Possibly the first thing to do in thus letting its practical powers be known is to introduce into its vocabulary the phrase "business department" or "information department." A wider range of questions comes to a library that uses the words "information" or "business department" in-

stead of "reference department." The words "public library" do not convey to the mind of the average person a suggestion of a tenth of the resources for information that are locked up in the collections of printed things which our cities now maintain.

An inquiring Newarker once said to me "Why should a public library advertise itself? Surely everyone knows where it is and that it contains books."

"Yes," said I, "but, do you yourself know what those books contain? Would you go to the library to learn the elevation above sea level of the street corner on which you live, or for the width of the street? Would you go there to plan your next business trip by using the maps of the cities you will visit, so that time will not be lost in going from one factory to another? If you are trying to sell a patented ticket punch, do you go to the library for the names of purchasing agents of railroads? If you have lost the address of a business correspondent do you telephone to the library or do you set the whole office force on edge hunting for the lost letter? Would you turn to the library for the date of Wilson's Chicago address, or the launching of a new battleship?"

He went away wiser; and left me quite pleased with myself.

Many public libraries have undertaken the task of collecting manufacturers' catalogs from all parts of the United States. Our experience indicates that this is a heavy expense with comparatively slight return. Would it not be better to spend the same amount of time and money compiling information about the industries of one's own town? It is a hopeless task to represent adequately the manufacturers of the United States. It is not a hopeless task to compile information about local manufacturers that will prove of great value. No business directory gives the specific information that is a daily need among the business men of a community. The directory gives, for example, a list of paper-box manufacturers, but does not indicate those who make egg boxes, hat

boxes, jewelry boxes, etc. It lists the jewelry manufacturers, but is useless if you want the names of those who make 22-karat wedding rings. Many manufacturers and dealers are sending to distant cities, through habit, for articles made equally well and at the same cost within their own city, for no other reason than that they lack detailed information of the products of their own city. In some places the Board of Trade is the natural clearing house for this information. This is as it should be.

But what about the towns that are without Boards of Trade or whose Boards of Trade are not equipped to give this information? It is safe to say that there are not ten cities in the United States where one can find on file for the use of the public complete and specific information about the industries of that city. To secure this information is not an easy task. It requires circular letters, follow-up letters and possibly personal calls; but the value of thus creating an interest in the public library among those citizens who are paying the heaviest taxes, coupled with the real importance of the information itself, makes it an undertaking of peculiar value to a tax-supported public library. Fortunately the smaller the city the fewer the manufacturers and the easier the task, so that here indeed is a piece of work that may well be undertaken by libraries of many towns and cities.

We have grown in Newark, from being the conventional and rather academic library, to one that has quite large sources of civic and manufacturing and commercial and financial information. The question now is, how shall we get the people to realize the change? We are somewhat in the position of a dry goods store which has transformed itself into a department store, but is visited largely by those who seek only dry goods. We need to advertise our groceries, hardware, furniture and china.

If library architecture would only permit of show windows, as do all our Newark branches, the task would be greatly

simplified. What a show window has meant to the business branch can be seen any day. A passerby is first attracted by the bright color of a map showing the London subway system. He pauses to read the old familiar words: "Trafalgar Square," "Tottenham Court Road" and "Ludgate Circus." Beside it is a new directory of the clothing trade, or a book on insurance, a pamphlet on civil service, or a new trolley guide. Finally, his curiosity aroused over the kind of a business house that can have such diversified interests, he looks up at the gold-lettered sign on the window and reads with puzzled expression, "Business Branch and Reading Room of the Free Public Library." Often he peers curiously in to see what kind of people are inside, and, seeing a room full of men, comes boldly in and asks for—a directory of Spuyten Duyvil, or some other obscure place. The window display has broadened his idea of the resources of the public library, which he had hitherto thought of as having nothing to interest him.

Where a library can afford it there are many advantages in establishing a business department. It keeps together closely related subjects, it is very helpful to business men, and it helps in advertising. If a permanent business department is impossible, there is much to be gained by a temporary showing of all that can be gathered relating to business.

All libraries have more of this material than we perhaps realize, surely more than the public realize. By bringing it together and displaying well-printed signs concerning it we are following sound advertising principles. The man who sees a sign in the library, "Our business is answering questions," will not be so absurdly apologetic over "bothering you" with his wants, and will use the resources of the library to better advantage than the man who thinks it is only for lending books.

Other signs that may be used with good effect are these:

"Have you an idea? Patent it. The library will tell you how."

"You support this library. Do you use it?"

"Why guess about things? Your Public Library can give you the facts. Telephone or write."

"A valuable export trade is yours if you follow the consular reports in the Public Library."

"Follow the work of the Legislature. The bills are on file at the Public Library."

Framed signs of the library as Bureau of Information, placed in public places, are good permanent advertisements. Personal visits to the places where questions are being asked—the post office, the railroad, telegraph, newspaper and express offices, and the suggestion that those in charge send to the public library all inquiries they do not wish to be troubled with or can not satisfy, will turn many people toward the library.

If it is the item of expense that stands in the way of business work in your library, have you considered possible economies in other lines? Why not discontinue a certain fashion magazine and add a financial one? Turn down an order for a history of the court of Queen Anne and buy a good history of Wall Street. Get along without that valuable but expensive book on the ancient civilization of the Egyptians and buy a directory of the manufacturers of the world. Deny your worthy scholars the latest commentary on Plato and get your business men the latest book on accountancy. Sacrifice an historical or classical atlas and secure the best maps of your own locality. Decide against the Portuguese dictionary and buy a cable code. Cancel the order for so-and-so's travels in British Guiana and subscribe for the Official Railway Guide.

Here are suggestions for a few resources to be used in meeting business inquiries of a general order, such as come to a library that advertises itself as a Bureau of Information, and some things we have found useful in business work:

1. The latest edition of the city directory, directories of local towns, of the capital of the state, and of the largest cities of

the United States. An exchange of directories one year old with other public libraries has proved quite satisfactory. It increases your resources, and the fact that you ask for year-old directories from local business houses for the purpose of exchange is a good advertisement of the library's business side. The cost of sending a 5-lb. directory to any part of the United States by book-rate express is about fifty cents.

If you cannot afford directories, get telephone books from the American Telephone and Telegraph Co., New York City, at prices ranging from 35 to 50 cents. Many of these contain classified sections. A classified telephone directory of New York may be obtained free by writing to Mr. Reuben J. Donnelly, 37 Fulton Street, New York City.

2. The very best local maps. To spend \$30 on a real estate atlas may seem extravagant; but such atlases are usually issued at intervals of 6 to 10 years, and will prove one of the most useful sources of local information.

3. The Official Railway Guide. If the library cannot afford to pay \$8.00 a year for it, get a month-old copy from the local railway office. It contains the most complete list of U. S. towns in print and is of value as a gazetteer and in many other ways.

4. The Western Union A. B. C. and Lieber Cable Codes are the only general codes in use. They cost about \$32.00.

5. A table for displaying catalogs of business book publishers. This will increase the use of business books and lead to many good recommendations by visitors.

6. A monthly magazine, "Business News," of the Business Book Bureau of New York. It indexes articles in the principal business magazines and lists the important new business books.

7. A typewriter for the free use of visitors. The local office of a typewriter company may place one in the library as an advertisement.

8. Reports of transactions on the New York stock exchange or of transactions in local securities. Local brokers' offices will

consider it a good advertisement to place these on file.

9. Trolley guides. Fifty cents spent on these each year will fortify the library against all attacks in that line.

10. Thomas's Register of American Manufacturers, price \$15.00. With this in hand you can say that, "The Public Library can give you names of pill-box manufacturers in all parts of the U. S., the name of the man who makes office furniture in Marietta, Ohio, or the place where Rubberset products are manufactured."

11. Kelly's Directory of Merchants, Manufacturers and Shippers of the World. Price 30s. This enables you to say, "The Public Library can give you the name of German manufacturers of mirrors, the dealers in lacquered ware in Tokio, the name of a bank in Warsaw, a forwarding agent in Sydney or the express facilities of Coburg."

With a simple and inexpensive equipment, somewhat like that included in these eleven items, backed by wide advertising in the local press, a public library can attract the business men of a town to use the institution they support, an institution which should be turned to by everyone in the municipality as the very first source of information.

Miss EDITH KAMMERLING, head of the Civics Room of the Chicago public library, presented most ably the work which could be done by any library in the civics line, under the title

#### A CIVICS ROOM IN A MEDIUM-SIZED TOWN

Perhaps the best method of indicating the scope and material of a civics room in a medium-sized library is to describe what are the essentials of a civics room in a large city, permitting the adaptation of such features of the latter to the former as the locality and conditions may suggest.

A year ago last month a room was opened in the Chicago public library which is known as the civics room. The legend on the door announces "Sociology, Municipal Affairs, Business, Economics, Political

Science, and Education." At first people were very curious to see what the civics room was like, and many there were of the idle curious who came to see what we had, but as the subjects dealt with were not what are generally considered as sources of amusement and entertainment, this patronage gradually ceased until now we have only the earnest, studious class.

The work required in assembling and taking care of the material is such as to demand the most concentrated efforts and the most specialized training upon the part of the librarian. She must be familiar with the great issues of the day and must be able to look ahead and assemble material where she sees that a topic is engaging the attention of public-spirited men.

The material which is stored in the civics room, therefore, is less in the form of books than in the way of pamphlets, magazine articles, and newspaper clippings—that which is usually regarded as ephemera. The latest material is not to be found in books, for by the time a subject has been before the public, has been talked about, assimilated, and finally published in book form it is practically an old subject.

One of the first considerations for the librarian is where to obtain this material. Our civics room has a card index of institutions and societies that are interested in the subjects that we cover in our work, and since we are on the mailing list of most of the associations we are pretty well supplied with their publications. The National Municipal Review, published quarterly by the National Municipal League, has a section devoted to new pamphlet material and is a great help in learning of new publications. Other journals of particular value are: The Survey, with its Information Desk, The Municipal Engineer, The American City, and The American Political Science Review.

For magazine articles, of course we have the Readers' Guide, but most of our magazine material is in the form of separates. The branches of our library return innumerable magazines to the main library and these are immediately dismembered and

the articles of value and interest to us are taken out and treated as if they were pamphlets. Our newspaper clippings are obtained from 150 foreign and domestic newspapers which our reading room receives daily. Representative material is obtained in this way from all sections of the country. The pamphlets, magazine separates, and newspaper clippings, together with a small, well-selected collection of books and a goodly supply of current magazines upon economic and sociological subjects constitute the material of the room.

If you were to visit our civics room you would see one entire side of the room lined with pamphlet boxes. Each box represents a subject. Collected in one box are pamphlets, magazine separates, and newspaper clippings. The patron is not compelled to read antiquated books in studying his subject, nor is he compelled to go through the Readers' Guide and wait for his magazines to be brought to him. Here, all gathered together, is the latest material to be had. Each pamphlet is classified; each magazine separate is made into permanent form by being stapled in a manila folder with source, title, date, and class number on the cover; each newspaper clipping is classified with source and date and placed in a large manila envelope. We use the Wisconsin Legislative Reference Bureau's expansion of the 300's of the Dewey Classification for classifying our material. Selections from the contents of a typical box will show what kind of material is to be had. The subject is The recall:

Address of Pres. Taft at the banquet of the Swedish-American Republican League. 62d Cong. 2d. sess. Sen. doc. 542. Mar. 9, 1912.

Address on the recall of judges and the recall of judicial decisions at the session of the annual meeting of the Ill. State Bar Assoc. Apr. 26, 1912.

Election and recall of federal judges; speech of Hon. Robt. L. Owen. 62d Cong. 1st Sess. Sen. doc. 99. July 31, 1911.

Federal recall and referendum. Springfield Republican. Dec. 5, 1912.

How the "recall of decisions" would pro-



tect the weak from injustice. Chicago Tribune. Apr. 7, 1912.  
 If recall ever comes, judges will cause it. Dallas News. June 8, 1912.  
 Importance of an independent judiciary. Ind. Apr. 4, 1912.  
 Judicial decisions and public feeling; address by Elihu Root. 62d Cong. 2d Sess. Sen. doc. 271. Jan. 19, 1912.  
 A judicial oligarchy. Century mag. Oct., 1911.  
 The judicial recall. Century mag. May, 1912.  
 The judicial recall a fallacy of constitutional government; speech by Rome G. Brown. 62d Cong. 2d sess. Sen. doc. 892. Aug. 3, 1912.  
 Judicial recall is turned down. Baltimore American. July 4, 1912.  
 Judicial tyranny and the remedy; speech by Isaac R. Sherwood. May 2, 1912.  
 Life terms and the judicial recall. Chicago American. July 16, 1912.  
 Nullifying the law by judicial interpretation. Atlantic. Apr., 1911.  
 Oakland defeated recall nearly 2 to 1. San Francisco Chronicle, Apr. 6, 1912.  
 Recall for all but judges urged. New York Sun. Jan. 6, 1913.  
 Recall in Oregon. Washington Post. Sept. 2, 1912.  
 Recall in Seattle. McClure's. Oct., 1911.  
 Recall of judges. Ind. Aug. 17, 1911.  
 Recall of judges. Editorial Rev. Nov., 1911.  
 Recall of judges; address by James Mahan. July 19, 1911.  
 Recall of judges; arguments in opposition by Mr. Rome G. Brown. July 19, 1911.  
 Recall of judges a rash experiment. Century. August, 1911.  
 Recall of judges and judicial decisions; speech by Hon. Augustus Gardner. Apr. 4, 1912.  
 Recall of public servants; speech by Hon. Jonathan Bourne. Aug. 5, 1911.  
 Restricting the judiciary. Chicago Daily News. June 16, 1913.  
 Right of the people to rule; address of Theodore Roosevelt. Mar. 20, 1912.  
 Seeks substitute for judicial recall. Indianapolis Star. Aug. 30, 1912.  
 Study on the recall of presidents. Chicago Tribune. Sept. 23, 1912.  
 Where the recall is justified. International. Dec., 1912.  
 Wisconsin Assembly Bill; the interpellation or recall of commissions and other state officers. Jan. 29, 1913.  
 Wilson explains recall. Springfield Republican. Sept. 26, 1912.

We keep the public informed of what is taking place in the Illinois legislature by having a complete file of the house and

senate bills and joint resolutions. These are carefully indexed so that if a patron asks for the bills relating to non-partisan elections, by turning to our index and looking under Municipalities—Non-partisan elections, the bills are easily found. Likewise the ordinances that are passed by the city council are treated in the same way.

We have found from our experience covering a year's work that the subjects that have been most used are as follows:

Initiative and referendum	Public morals
Recall	Moving pictures
Woman suffrage	Civil service
Immigration	Commission form of government
Direct election of U. S. senators	Smoke nuisance
Minimum wages	Playgrounds and parks
Child labor	City planning
Woman and labor	Garden cities
Employers' liability	Six-year term for president
Housing	Child welfare
Unemployment	Juvenile courts
Labor unions	Industrial education
Syndicalism	Parcel post
Central banking system	Business
Rural credit	Industrial efficiency
Socialism	Advertising
Single tax	Public utilities
Income tax	Noise
High cost of living	Billboards
International arbitration	Non-partisan elections

Some of the questions selected at random, show the demands made upon the room. A committee of the City Council is appointed to investigate the question of public service corporation commissions, and the library receives a call for material upon the question "Whether it is better to have public utilities regulated by state public service commissions, or to have them regulated by the City Council." When the investigation of the telephone rates is to be made the history of the telephone investigations carried on by previous councils is looked up. Upon investigating the advisability of electrifying the railway terminals, statistics are demanded showing the amount of damage that is done by the smoke of the railroads in the city limits. Only the live, up-to-date ma-

terial can be of any value to these city officials, and a knowledge of what other cities have done relative to these questions is necessary.

Newspaper men who are doing such excellent work in keeping the people informed about what improvements are being made to better the conditions in the city, demand a great deal of a civics room. For example: A newspaper man writing a series of articles upon how to improve Chicago, wishing to write an article on housing, sends in a call for information regarding Schmidlapp houses, and it is our business to get him the material. Again he wishes to show how to reduce the cost of living, and sends in a request for information concerning the conveyance of produce from the farmer to the consumer by means of the interurban cars. Or again he wishes to inspire the public with the desire to beautify the city with window boxes and flowers and he wishes to know what European cities are doing along this line.

Civic associations and women's clubs are constantly making demands upon our resources. Such questions as:

What material have you from the budget exhibits of other cities?

Statistics showing the death rate in garden cities as compared with the death rate in cities where the population is congested.

The provision of giving the wages of prisoners to the support of the family.

Public comfort stations.

City planning and garden cities.

The question of working women's wages in its relation to the social evil was studied, during the recent investigation of the Illinois Vice Commission, by students and women's clubs.

Students find our room a boon. They are able to get material there which they are not able to find anywhere else. This spring students at the University of Chicago were working upon a debate on Panama Canal tolls, and they were so eager to use our material that they would stay all day, leaving in relays to eat while a few were left behind to guard the material.

A civics room in a medium-sized town

may be made one of the most important assets of the library if it can be arranged that the person in charge does not have to divide her attention with the main work of the other departments of the library. If the staff is limited it would be better to have the civics room situated in a centralized locality, such as the state library, with easy communication with the smaller libraries. These could have an index of what the state library has, and when the need would arise the librarian could communicate her wants to the state librarian and the material could be sent as a package library upon short notice.

And so we find that we can be of assistance to the members of the City Council, women's clubs, civic organizations, newspaper men and students. The future of the work is very bright; new lines of work open up; new opportunities for service present themselves. It is in this work that one can be alive; he can feel that he is a part of the great movement toward the betterment of his city and its people.

Dr. William H. Allen, director of the Bureau of Municipal Research, of New York, made the closing talk of the evening, taking as his subject, "What a city should expect and receive from a library." He made a plea that librarians as individuals should stand for something in the community, should take their place as persons in the affairs of the day as well as see to it that their institutions performed the work to be expected of a library. He also laid emphasis on the fact that the general public did not know of the work being done by libraries and the possibilities of further service and urged that discussions of such work should be given place in the general magazines and newspapers as well as library magazines. He strongly advocated individual thinking, the doing of that which the individual librarian felt to be the best for a given community whether it be in line with general library thought or not, claiming that individuality of action and thought made for a stronger and better administration even if such individuality led to criticism upon occasion.

## PROFESSIONAL TRAINING SECTION

The meeting was called to order Wednesday evening, June 25, by the chairman, Mr. Frank K. Walter.

The first paper was presented by Miss MARY W. PLUMMER on

### SPECIALIZATION AND GRADING IN LIBRARY SCHOOLS

Although it is twenty-five years since library schools began, one may say that in a sense they are still in the experimental stage. And to say this is really praise, for when schools cease to experiment they are running along safely in ruts and have lost much of their vitality. The same period has been one of great expansion in library affairs,—not only has the country been covered with library buildings where before, to use a Western expression, "there was nothing but sagebrush," but forms of library work and extension have sprung up that were undreamed of twenty-five years ago, new methods have had to be found to meet emergencies and new conditions, social, industrial, and educational, and the library or library commission without several new ideas and aspirations per month is not thought to be doing its full duty. Add to all this progress the reactions that are going on, in library practice, in library architecture, etc., each a faithful reflection of some new light or of some old light looked at a second time, and the scene is one of activity paralleled, so far as the present writer knows, in no other field of endeavor, unless it be that of general education.

Several of the schools carry on an exercise called "survey of the field," merely to keep their classes in sight of this movement, and once a fortnight is not too often for such a class to meet—there is always fresh material for discussion.

A school, however, must experiment within reason and along its own lines. Because some small libraries and new

branches are taking down their partitions or building without them is not sufficient cause for the advocacy of the practice in the schools; the much mooted question of the use of the accessions-book must remain for some time a mooted question in the schools—as long, in fact, as the conservative and radical libraries so evenly balance each other on the subject. It is not for the schools to practice or to teach library innovations—their business is to watch innovations and their results and report to their students.

It is open to the school, however, not only to watch but to forecast, to some extent. By dint of observing and listening, one who is not in the actual game often sees what is really happening or going to happen before some, at least, of the participants are entirely aware of it. An instance lies at hand in the subject of cataloging. Up to the present, this has been one of the backbone courses in every school-schedule, though the schools report regularly to their students the progress making in co-operative cataloging and the use of printed cards. As this use extends, it becomes more and more evident that cataloging is to be concentrated in a few expert hands and that most librarians are not going to have to be catalogers any more than the head of a commercial concern has to know by heart the price of every article in his stock, or than a manufacturer has to be able to do at a moment's notice what his expert subordinates are doing.

For the present, libraries still exist which make their own cards, and they still call on the schools regularly for librarians who can catalog, and hope rather than expect to get them. For, in spite of the fact that the schools still teach every student to catalog, as far as the student material will admit, students of their own volition seldom choose to be catalogers. Whether they too have sensed the fact that a change is coming and that the librarian-

ship of the future will have more to do with the inside of the book and its application to the individual, with the handling rather than the making of tools, or whether they simply do not like what seems to them the probable monotony of cataloging, I do not know; but I think the schools will bear me out in the statement that cataloging as a specialty is not the first choice of many students. In view of these facts, I am ready to hazard the prediction that within ten years cataloging will be given in the schools as an elective; and that instead of making catalogs the majority of students will be led to consider the few main principles of cataloging and then taught better how to use and how to criticise catalogs.

Every instructor in cataloging knows that there are students whom it is a waste of time and vitality to try to make into catalogers, and every year good people go out from the schools who should never be engaged as catalogers and whom the schools recommend only for their qualifications for other work. Suppose we concentrated our teaching ability in this line on the students who *would* make good catalogers and who would elect the study—we should be working with the grain and not across it, the cataloging of the whole country would be uniformly well done instead of open to well-founded criticism in places, as it is now, and the time and strength of the instructor would be saved as well as those of the student whose forte lies in another direction. Another result would probably follow very quickly—more men would go into the library schools. I am told that the detail of cataloging seems to a man too much like making tatting, and one can easily understand that a person competent and eager to handle large matters or to fill an active administrative post would fret over anything involving as much minutiae as the making of catalog cards.

However, while libraries in general are making their own cards, and while the smaller libraries have to have librarians who can turn their hands to anything, cata-

logging as well as the rest, it is unsafe for the schools to send out students without this part of the training. It is only as library conditions point overwhelmingly toward cataloging as a specializing study that the schools can change.

Librarians can help very greatly in the matter of specialization by encouraging it and employing specialists for special work wherever possible. Without depreciating in the least the value of an attractive face and an agreeable manner and of taste in dress, in library work as elsewhere, I may perhaps be allowed to put forward the opinion that the librarian who is choosing a cataloger should not be unduly swayed by these to the exclusion of the other requirements. Accuracy, legibility, knowledge of books, ability in research and a taste for it, all go to the making of a good cataloger, and it is discouraging for a school to see the graduate who possesses these qualifications passed over in favor of one who may have a pleasanter address but who can not do the work half so well. And women librarians are swayed by these considerations almost as much as men. The school can hardly be said to blame in such cases—it can only sorrowfully shake its head, knowing that if there is any discredit to be cast upon any one later, a great part of it will probably fall upon the school.

Setting aside cataloging as a specialty in the days to come, to what shall we devote the large place it has occupied in all the general curricula?

It is easy to see that with printed cards and expert service, catalog cards can be fuller in information, can be critically annotated, perhaps, can be made more often for analyticals, subject and author, and that the use of the catalog by the library assistant can be much more constant and more discriminating. Some time can be given in the curriculum to selecting from the catalog, securing from the shelves, examining and comparing the books on a given subject, with the result that the student can get a more thorough knowledge of its literature, greater facility

in the use of a valuable tool, and may become more generally intelligent for the purpose of the selection and buying of books, and for recommending or the contrary.

Classification and the study of subject-headings are in themselves so broadening, furnish so good an exercise of the reasoning powers, and afford such fine views of the inter-relations of fields of knowledge, that I doubt if they can ever or ought ever to be set aside as special studies. The study of works of reference, however, offers so large and comprehensive a field that it seems to need division; and this brings me to the other subject of my title, that of grading in the schools.

Probably no one thing has made teaching more difficult, than the wide range of age and experience among the students. In the same class may occur and do occur continually the girl of twenty without much reading beyond high school and college requirements and the summer novel (unless she has fortunately grown up in a cultivated family with the habit of good reading and of discussing books), and the man or woman of from thirty to forty with a knowledge of books, an experience of life and society, and of thoughtful mind, who may have been successful in teaching or in some other profession; and in between range students of all degrees of cultivation, varieties of experience, and types of education. The training fitted for the first class wastes much of the time of the student at the other extreme, and if it be adapted to that extreme may be too strong or too complicated a mixture for the youngest student.

Grading would be expensive, for it would mean more teachers or more specialized teachers. In some of the schools the classes are not large enough to admit of so costly a proceeding; yet without grading, under the conditions described, the school belongs where the ungraded school belongs in the scheme of general education—it is delivering a scattering fire that may or may not hit its object. The entrance examination has been the device employed

for unifying student-material in some schools, and it is much better than any other means, it seems to me; but though it may show what is the greatest common divisor of the candidates in the way of education and offer a definite point of departure for instruction, those who examine the papers see such differences, quite apart from the mere answers to the questions, as warn them that they are about to deal with a very varied assortment of intellects, a wide range of cultivation, and with necessities ranging from those of the steady, plodding follower who will never go further than an average assistantship to those of the born administrator or scholar. There is, to be sure, in such a class great benefit for the younger and less experienced students from contact with the others, from discussions that are a little over their heads, but, all the same, teaching addressed to the maturer intellect leaves the other with gaps unfilled, while teaching brought down to the level required by youth and inexperience gets the older student nowhere for the time being. The process is a sort of hitching along that should not be necessary in professional or vocational schools.

Suppose that grading be practicable so far as money and teachers are concerned. Where should lines be drawn? Often the younger person has the more flexible as well as more open mind and the older student may be a little set and may have ceased to take in readily new ideas. How distinguish the students who can receive and assimilate readily the best and most that can be given? I should say that perhaps a month might have to be spent in making the division by actual testing of the students in class together. With this secured, two curricula might be offered, one prepared for the needs of each class with appropriate methods of teaching, and offering varied proportions of the same subjects. And here I revert to the teaching of reference work. For the higher grade it would be more inclusive, more difficult, dealing more with books in foreign languages, with books on unusual and recon-

dite subjects, such as would be found in large reference or college libraries, while the lower grade might be adapted to the more elementary work to be done in small libraries or in branches.

The "moral" of this plan lies largely in the application of it. If the large reference or college library could be deflected from its main object, the securing of a competent reference assistant, by a sunny smile on the part of a lower grade student, the school's work in preparing the better student would go for naught so far as that library was concerned, and if this happened several times it would result in a confusion of values in the minds of the students. A + a sunny smile — a knowledge of the books would seem to be more than equal to B + a thorough reference equipment — a sunny smile. We may paraphrase here a well-known saying by asserting that, taking all things together, a librarian who can make his own choice of assistants gets the assistants he deserves, with the further assertion that the word personality, as often used now, does not get its full meaning; we forget that it consists not only of what one looks like and sounds like and apparently feels like but of all that one has made one's own out of the realm of knowledge, and all that one has assimilated and made profitable from one's experience.

The charge that the one year's general course is too full would probably become less true if or when grading was adopted. Only those subjects would need be given to a grade and those amounts of a subject which the students were capable of profiting by and the time saved could be used in more effective ways.

There is a very general desire to study administration among both older and younger students. So far as this means covering the whole routine of a library, with lectures on library relationships, management, etc., a course can easily be given; the difficulty arises when students wish to go out as administrators on the strength of such preparation alone; and when library boards send to the schools

for students to fill administrative positions and expect the training to ensure administrative ability which, under the circumstances, can not be guaranteed. No matter how friendly may be the attitude of the library connected with a school, it is hardly willing to turn over any of its administrative work to students, nor could it be expected to do so. The ideal thing, of course, would be for the school itself to own a small library as a laboratory in which students could be tested for administrative ability under supervision. But this, too, would take money. When one sees the splendid endowment of a School of Journalism, a School of Technology, etc., one cannot help hoping that some day a School of Librarianship may be endowed which may employ the best of teachers and plenty of them, have its own ample collections, adapted to its needs, and establish its own library as a laboratory in which it may try experiments.

I have not yet touched upon the kind of specialization of which we have heard most in late years—the kind to fit students to be librarians of special libraries. I do not believe that the most energetic critic of the library schools would require them to teach engineering, commercial methods, law and medicine. A demand there certainly is from business houses and manufactories for librarians, but that is not enough for the schools. There must be a corresponding demand from persons wishing to be trained for such places. This, so far as I can learn, has not made itself felt. When applicants begin to come to the schools saying, "I intend to go into an applied science library" (or "an insurance library") "and I want to be trained for that work and that only," then the schools will have to provide such training or declare definitely that that is not a part of their field. Until such a demand arises from would-be students, it would be foolish for a school which has plenty of demand for general training and certain well-defined extensions of it to go outside this province.

A committee of the Special Libraries As-

sociation, I learn, is investigating the matter of preparation for special library positions, and it is to be hoped that there may be a very thorough inquiry, and that the committee will state definitely just what the association wants and what it believes to be proper training for such positions. Then the existing schools can decide whether or not they can give such preparation.

Meantime, a suggestion that institutes of technology might take up this special technical work and commercial schools the business library courses, etc., may be worth considering.

It has been suggested that the schools specialize among themselves, and to some extent that has come about naturally; for the school with especially good resources and unusual facilities for teaching a given subject, such as legislative reference or work with children, if it makes known its advantages, is very likely to attract the student who wishes to follow that line of work. Other reasons, however, often weigh more heavily—the location of a school, the personnel of the faculty, a smaller tuition fee, the general reputation and advancement of its graduates, etc.; so that any school may be called upon to give some special work of which perhaps it is not the best exponent. It cannot send the student elsewhere willy-nilly, and it does its best to give him what is wanted. As schools increase in number, a classification of them according to curricula is likely to follow, and this difficulty may be lessened. Even so, there is always the danger to be guarded against that students trained along one line may, through force of circumstances, take positions requiring a kind of training which they have not had. It would be impossible for a mining engineer to do the work of a mechanical engineer and vice versa, but in the work of an average library the cataloger and reference assistant and children's librarian must often change places, and any one of them, rather than be without a position, would as a rule try to do the work of the others. If all have had general training,

this would not matter so much, but without that there would be considerable loss of efficiency.

In bringing this heterogeneous paper to an end—a paper which claims to be nothing more than a sort of thinking aloud on some of the problems confronting the schools, I wish to state some conclusions that I feel myself coming to: 1. That we need more good schools. 2. That they need to send out a larger number of trained people. 3. That we need longer, more thorough, and more systematic courses. 4. That with the larger schools some effort at grading is desirable. 5. That the schools would do well to get together and make a comparative study of their curricula, and their resources and facilities for special subjects, and map out tentatively a division of the field. This, while not binding upon any school, might serve for guidance, but no school should monopolize any one subject unless it is the only school having proper facilities for giving it.

Miss CORINNE BACON read a paper entitled

#### CO-OPERATION OF LIBRARIES WITH LIBRARY SCHOOLS

Before beginning to talk of the ways in which libraries might co-operate to better advantage with library schools, it is but fair to acknowledge gratefully that many libraries are already co-operating with us in a way that often must tax severely their time and patience. In behalf of the Drexel Institute library school, I thank most heartily those libraries that, regardless of the inconvenience to themselves, allow our students to go to them for the practice work that is so valuable to half-fledged librarians. And in voicing the gratitude of Drexel, I feel that I am giving utterance to the feelings of every other school that sends out its students in the same way.

We can give our students but two weeks practice work outside of Philadelphia, because our school year is so short. Perhaps it would be well to lengthen the year by two weeks, in order that the term of work might be lengthened.

There are three things that it seems to me the schools may properly ask of the libraries: advance practice work; direct criticism; a living wage for assistants.

(1) Advance practice work—I mean by this work done in libraries prior to any study of library science. As a rule, the student with a little practical experience gets far more from a library course than one not so equipped. Directors of schools often advise work in advance, but, as far as I know, few schools require it. Pratt Institute begins with practical work in the Pratt library. The difficulties in the way of requiring this work are many. It would bear heavily upon the libraries; it would be an added expense to students living at a distance from good libraries; it would not necessarily prove the applicant's fitness or unfitness for library work, as she might fail at the kind of work she was set to do, and yet be capable of success on some other line.

Yet, on the whole, this would be a better test of fitness than all the questions we directors hurl at kindly and well-meaning friends or former instructors of our would-be students. Don't we ask too many questions as to personality from those whose answers often carry little weight? Why should we not accept all who measure up to a certain physical and mental standard, without troubling our heads so much as to whether they are ideally fit for library work? It would bring us more in line with the professional schools. Moreover, there are almost as many kinds of library work as there are of people!

The chance to work in a real library before beginning the course of study would often clarify the student's ideas about library work, even more than it would clarify the director's ideas about the would-be student. We would have, perhaps, fewer applicants who are not very strong but who "love books."

Sometimes I have wondered whether it would not be well to abandon entrance examinations and require instead a health certificate from a physician, a certificate that six months' satisfactory work had

been done in his library from a librarian, and a statement that the applicant had read the English Bible through at least three times (this last for its influence on English prose style!).

(2) Direct criticism.

"Indirect criticism" was perhaps the toughest thing in the advanced cataloging course in my honored Alma Mater, and indirect criticism is one of the most trying things that we teachers of library science have to undergo. Librarians can help us by giving us their criticism of our methods and of our students at first-hand.

We have had more or less direct criticism—we would like more.

We have been told (a) That our graduates are not so valuable to certain libraries as their own apprentices. Of course they are not, at first, but they should be more valuable later. (b) That they are wedded to library school methods. I believe there is less justice in this criticism than there was some years ago. (c) That our schools are not "laid out and conducted in accordance with recommendations from experts in pedagogy." We plead guilty. (d) That the schools "almost inevitably tend to exalt technique and routine." I do not think that we mean to do this. We know that culture and gumption are more important than any amount of knowledge of technique and routine, but we expect our students to finish their cultural studies (so far as such studies can be finished) before coming to us, and we can not teach gumption. It is heaven-born. We exist largely for the purpose of teaching technique and routine but never for one moment do we mean to exalt them over the weightier matters of the law.

I have gone a little out of the way to answer these few direct criticisms. Some of us have profited by them. Give us more.

We would like direct rather than indirect criticism of our graduates. Unfavorable comments on training in general, or on the training of a particular school, do not take the place of direct criticism of individuals. Librarians would be doing a



kindness by writing to the school from which they had a trained assistant who was lacking in ways that reflected on her training and stating plainly what the defects were, so that the school might profit by the knowledge.

Then, too, librarians would often save themselves trouble by co-operating with the schools to the extent of writing for the record of a graduate whom they think of engaging. Many do this, but not all. A librarian or trustee may select an assistant at a conference on account of her good looks and pleasant manners, and when he finds out (it is usually a "he" who makes this error of judgment) that she is not all his fancy painted her, he blames the school that trained her. The school could have told him perhaps, if asked, wherein she was lacking.

(3) A living wage. This is the most important of the three points in which we wish for co-operation. It is getting to be a serious question as to whether women of ability can afford to go into library work. We do not expect luxuries, but to do good work we must keep fit. We need rooms that admit plenty of fresh air and we need nourishing food. We are obliged to dress fairly well. We ought to go to library meetings, and trustees do not usually pay the way of the assistants with the smaller salaries. Recreation is a necessity if we are to keep sane. But how can we afford to travel, or even to see a play or to buy a book, on the salaries many of us get?

I was asked a few weeks ago to supply a college library with a cataloger who must be a library school graduate knowing French and German and the salary offered was \$40 a month. If a woman ate poor food, she might be able to save enough out of \$40 to pay for her washing—only she couldn't afford to buy any clothes to be washed. She could never see a play, hear an orchestra, or buy a book.

A good cook, on the other hand, would have no difficulty in getting \$30 or \$35 a month and maintenance, which would be equivalent to a salary of at least \$50

or \$55 a month. Moreover, the cook would not be expected to dress as well as the cataloger (though, as a matter of fact, her Sunday clothes would probably be more costly) or to attend conventions.

The case I have mentioned is by no means an isolated one. A good-looking girl with pleasant manners, who could understand French, German, Spanish and Italian over the telephone, was asked for by a large city library that proposed to pay about \$45 a month. Another college library recently wanted a college and library school graduate with experience and various other qualifications for \$720 a year. Now if an experienced woman with such an education can't get more than \$720 a year in library work, the sooner she leaves it for something else the better. A special library belonging to a leading institution in a large city was looking for a woman to reclassify and catalog its collection, but seemed unwilling to pay even \$50 a month.

This is not intended as a diatribe against the librarian employer. The trustees and the tax-payers need education along the line of library salaries. Libraries need larger appropriations for salaries. We have passed through a period where method was exalted, we seem to be passing through a period where a fine building is the prime necessity. But after all, a library means primarily plenty of books that are worth while and assistants that know enough to get them into the hands of the right people. And we can not cultivate efficient assistants on less than a living wage.

Do not misunderstand me. I do not mean to imply that a green library school graduate should leap at once into a high-salaried position. Yet the comparison sometimes made with the doctor or lawyer, who are so long in gaining a foothold, seems to me unfair. Lawyers and doctors who are good for much, make big money after a while. It is the exceptional librarian who ever gets a large salary. Therefore it is not fair to expect her to spend

so many years earning little or nothing as does the doctor or lawyer.

I have spoken particularly of salaries for women. Salaries for men in library work are usually too low, but I have dwelt on the women's salaries because women are discriminated against, not alone in libraries, but in most kinds of work done by women.

The working-woman of today asks no favor because she is a woman. She does ask equal pay with men for equally good work.

I do not mean to over-emphasize the money side of library work, even though I think the "missionary" side of it has been over-emphasized. Why is a shelf-lister any more of a missionary than a book-keeper in John Wanamaker's store? Why is any librarian any more of a missionary than the editor of a great daily, or than a busy surgeon, or many other folks that might be mentioned? We librarians serve those who know more than we, who are better than we—we are "just folks" like all the rest, equally worthy, if we give good measure in our work, of a living wage.

We of the schools ask of the libraries we try to serve that they send us criticisms of our graduates, that they try them out, and that they pay them, if found efficient, that living wage without which the best work is impossible.

Discussion of both papers followed, after which was read the

#### REPORT OF THE COMMITTEE ON METHODS OF PUBLICITY FOR LIBRARY SCHOOLS

The Committee on Methods of Publicity respectfully reports to the Professional Training Section as follows:

At the time of the mid-winter meeting at Chicago the members of this Committee met and after consultation with the Secretary of the A. L. A. determined upon a procedure which was carried out as follows:

It was deemed wise to make an effort

to reach the students in the colleges and universities through the publication of an article in each of the periodicals published in the various colleges. One form of letter was framed for co-educational institutions, one form for use at men's colleges and one form for use at women's colleges. These were mimeographed and Mr. Utley, who had already prepared a list of college publications, mailed the letter to over 180 publications.

The letter was in no sense an advertisement of library schools; it was rather an attempt to set forth facts relative to the opportunities within the library profession. It called attention to the existence of the various library schools and referred the interested student to the college librarian or to the Secretary of the A. L. A.

Although the Committee flattered itself it had produced a helpful and interesting letter, it cannot learn that it was reprinted to any considerable extent nor that it resulted in interesting many students in the profession.

The Committee is informed that in many, if not in most, of the educational institutions of the country there are groups of persons interested in vocational training. It is therefore recommended that this publicity work be continued, but that the approach for the publication of the article and for the local use of it be made through the persons or groups in each institution which are particularly interested in vocational training. In most cases these persons have an established channel of publicity and can reach the students and the publications better than they can be reached through the direct attack heretofore employed.

Respectfully submitted,

CARL H. MILAM,

M. S. DUDGEON,

JOSEPHINE A. RATHBONE,

Committee on Methods of Publicity.

June 25, 1913.

The following "Account of the work of the library school round table for 1912 and 1913," by Mr. P. L. WINDSOR, was read by Miss Frances Simpson.

## ACCOUNT OF THE WINTER MEETINGS OF LIBRARY SCHOOL INSTRUCTORS

In January, 1911, 1912 and 1913, there were held in Chicago, meetings of library school directors and instructors for the discussion of topics connected with library school work. While at first thought it might seem that such discussions should form a part of the programs of this, the Professional Training Section, nevertheless, the meetings have evidently justified themselves and are likely to continue.

Members of the faculties of only the generally recognized library schools have attended these meetings; that is, the plans of the meetings do not contemplate the attendance of instructors in summer library schools or instructors in training classes conducted by public libraries. This limitation on the number of people taking part in these meetings was desired, first, because we who arranged the meetings wished to discuss problems belonging primarily to our own special work and not to attempt the larger field which properly belongs to the Professional Training Section; and second, because we wished the meetings to be sufficiently small in numbers and the participants to be sufficiently specialized in interest to insure informal and frank discussion.

Minutes of these meetings of library school faculties have included copies of reports presented and in some cases have included abstracts of discussions. Copies have been sent to each school.

Some of the topics discussed would be of no general interest to even the Professional Training Section, as they pertain so closely to school work. Others are of such a nature that we ourselves would not, with any freedom, discuss them before as large a meeting as a section meeting. Our frank, informal discussions have been characteristic.

Among the questions proposed for discussion and sent to the various faculties in advance of the meeting, are such as these:

1. Is it desirable, and if desirable, is it

practicable to make the work of the first year of the two-year schools and the work of the one-year schools more nearly alike? Many junior students in a two-year school enter library work without taking the senior year's work; if the courses in one-year schools are better preparation for library work than the first year's work of the two-year schools, then these juniors are at a disadvantage as compared with students from a one-year school. Some students in the one-year schools may wish to go to a two-year school and take a second year of training; as the courses are at present arranged, this second year's work is almost impossible, because it does not fit on to the work that the student has had.

2. Do we use the most approved pedagogical methods in our class room work? Do we lecture too much, and give too few quizzes, conferences and reviews? Do we depend too much on the student's taking full notes, when the proper use of printed outlines, or carefully selected required readings supplemented by a few notes would yield better results? Shall the course in cataloging be put at the beginning of the course, or later? How much do we use the stereopticon?

3. Would it be practicable for several schools to secure a lecturer on some special subject in library economy who should give the regular work in that subject in each of these schools? An example of a beginning in this direction is Edna Lyman Scott's work in several schools.

4. Would it be possible for the several schools to combine in securing a lecturer each year to give a short series of lectures on some one subject, these lectures to be seriously worked up, and to be published after being delivered? The final publication of the lectures, and the combined remuneration from several schools, might be a sufficient incentive to capable persons to do their best work.

5. Are the subjects now in our curricula properly balanced? Is too much time given to learning cataloging and other routine, and consequently too little to a

consideration of methods of extending the use of the library by the public?

6. Is it as easy to secure transfer of credit from one school to another as it should be?

Information on the following subjects connected with library school work has been collected, reported on and discussed in our meetings.

1. The cost of library schools and a rough analysis of their expenditures.

2. Specialization among library schools.

3. Book selection as a course in library schools.

4. The method of revising students' work.

5. Efficiency of administration in library schools.

6. Non-essentials in our library school courses.

7. Certain pedagogical problems connected with our library school instruction.

The following officers were elected for the coming year: Chairman, Corinne Bacon; Secretary, Julia A. Hopkins; Program committee, Mary W. Plummer, Alice S. Tyler, Frank K. Walter.

## PUBLIC DOCUMENTS ROUND TABLE

The government documents round table was called together at 8:15 p. m., June 26th, by George S. Godard, state librarian of Connecticut, chairman of the committee on public documents. Mr. F. W. Schenk, law librarian of the University of Chicago, was asked to serve as secretary.

The chairman, after brief introductory remarks relating to the progress which had been made in the matter of printing, binding, labeling and distributing public documents, both national and state, introduced Miss Mary A. Hartwell, assistant chief cataloger in the office of the superintendent of documents, Washington, who read a paper prepared by Superintendent of Documents Frank C. Wallace, stating his position upon the many questions and resolutions suggested at previous conferences of the American Library Association relative to the distribution, indexing, assignment of volume numbers, and publication of daily bulletins by the document office.

Mr. Wallace's paper follows:

### PAPER BY THE SUPERINTENDENT OF DOCUMENTS

I regret the necessity of being compelled to adopt this means of addressing your Association, as I feel a better understanding could be had of what we are trying to do

for the libraries if it were possible for this office to be represented at your conference. I have read with much interest the proceedings of your last conference, and a part of my paper will endeavor to explain some of the questions which were discussed and made the subject of resolutions.

#### Distribution of Bills and Other Publications Now Withheld From Distribution to the Libraries.

There is no doubt but that some libraries, even under the present liberal distribution of government publications, fail to receive everything they should, and I am thoroughly in accord with the opinion expressed during your discussion that means should be provided to enable the libraries to receive those publications of a public character that are now withheld from distribution. It is gratifying to note that in Senator Smoot's printing bill, which has been reintroduced in the present Congress, there are provisions intended to supply remedies for certain existing conditions.

Section 65, paragraph 1, to which I refer, provides that a sufficient number of copies of those publications of Congress which do not bear a congressional number, including the committee publications now withheld from distribution to depositories and those

printed elsewhere than at the government printing office, shall be supplied to the libraries. It is also worded so as to prevent the departments from withholding some of their publications from the depositories.

The printing committee no doubt had in mind when this provision was framed that, under the provisions of the existing law, too much discretion is given the departments, with the result that, contrary to the spirit of the printing law, libraries are being deprived of certain classes of publications that are really of a public character.

The question as to the best method to be employed in the distribution of bills is not so easy of solution. It would not be practicable for this office to attempt to carry even a limited supply, as the work involved in storing them in an accessible manner would involve an expenditure that I do not believe could be justified by the results.

During the 62d Congress there were introduced 28,870 House bills and 8,589 Senate bills, and you can readily see that to handle an adequate stock of all those bills would be considerable of an undertaking. At the present time the only distributing agencies for copies of bills are the House and Senate document rooms at the capitol, but, although they sometimes furnish bills on request, the copies they receive are not intended for general public distribution. It seems to me that the solution supplied in your suggestion, that the text of all public bills upon which committee reports are made should be printed with the reports, is the most logical one that has ever been presented, but it would not be practicable to include also the testimony taken at hearings held by the committees, for in many cases the testimony would fill several large volumes. Besides, section 65, already referred to, provides that the libraries shall receive such hearings. Of course this section is not yet law, but we are permitted to hope that it may become so.

This is desirable from more than one point of view. It is often the case that committee reports refer to sections of the

bill under consideration by number without quoting the language. In such cases the report may be unintelligible to any reader who has not a copy of the bill before him. In fact, nearly all committee reports not accompanied by the bills to which they relate may properly be classed as incomplete and imperfect publications.

The question of cost involved in printing the text of bills as appendixes to the committee reports upon them is not serious. While the number of bills introduced in Congress and receiving a first print is prodigious, and the cost of printing them in 14-point type with as many white lines as type lines is tremendous, it must be remembered that only a very small percentage of the bills introduced ever get so far as a committee report, and of these a considerable number are already printed with the reports by order of the committees, and the cost of printing the remainder in solid 8-point is so very much less than the cost of printing them in the extended bill form that it is almost negligible.

I do not think it is too late for the Association to submit to the joint committee on printing an amendment providing for the printing of the text of bills and resolutions as appendixes to the committee reports upon them. The pending bill may not pass, or may be extensively amended before passage, or may not be acted upon at the present special session, but I consider it probable that a general printing law of some kind will be enacted at a comparatively early day, and that the American Library Association may, by proper effort, secure the incorporation in it of the desired provision for the printing of the text of bills with the committee reports.

#### **Reasons Why Catalogs and Indexes Cannot Be Issued More Promptly**

The need for the prompt issue of the catalogs is thoroughly appreciated, as we understand they are the only means of information the general public have for knowing what the United States government is publishing.

The Monthly Catalog is required to show what documents have been published during a month. Evidently, therefore, its compilation cannot be completed until after the close of the month. The compilation, however, is always completed within three or four days after the month closes. Sometimes the printing does not follow as quickly as one would like. This may seem strange to libraries, to whom the Monthly Catalog is perhaps the most important of all the public documents. If, however, they were in Washington they would soon realize that there are several other government concerns, some of them larger and more exacting than the public documents office. There is one known as the Congress of the United States, which calls for thousands of pages of printing where the documents office calls for one, and which, when it calls for the right of way in the government printing office (or anywhere else), is able to get it. The printing of the document office receives every consideration in the government printing office which it is possible to give, but it cannot command the right of way over Congress, the White House, or the cabinet.

It has been a long time since the Monthly Catalog has failed to be mailed during the month following its date, often by the middle of the month. It is to be noted, also, that its information is quite different from that of "press notices." It enters only documents that have been actually received, and its descriptions are minute and accurate. In its preliminary pages it gives such advance information of forthcoming documents as can be officially secured and vouched for. There is a habit in some government offices of giving the newspaper reporters information of proposed publications before the copy is ready for the printer, and sometimes before pen has been put to paper. Plans thus prematurely announced are subject to change and the advance notice may thus mislead the reader. Readers of the Monthly Catalog are not thus misled.

The superintendent of documents is confident that those librarians who keep well informed recognize his purpose to do everything for the great library interests of the country that the limitations of the law and the executive pressure upon his and other administrative offices for economy make possible.

The main cause for delay in the preparation of the copy for the document catalogs and indexes is that publications are ordered printed as documents that do not materialize until long after the close of the Congress to which they have been assigned, thus making it necessary to delay publication of the catalog and indexes until sufficient information can be obtained for making the entry.

It is hardly necessary to explain why the document catalog is being issued in one volume to cover the entire Congress instead of at the close of each regular session, as provided by law, because a very complete and detailed explanation has been given in several of the annual reports. It is evident our explanation has been considered satisfactory by the printing committee, as the new printing bill provides for the document catalog to cover a whole Congress.

I will also refrain from a long discourse as to why the work on the catalogs has been behind, as I know the librarians are only interested as to the promptness in the printing of these bibliographical aids in the future. The copy for the 61st Congress catalog will be ready for the printer sometime during the coming summer and that for the 62d Congress before the adjournment of the 63d Congress, which will be as near as it will be possible to issue this catalog after the period covered.

This leaves it to the Monthly Catalog and the Document Index to bridge the gap and supply the current information from one Document Catalog to another, which, although not as complete and as comprehensive as the Document Catalog, serve as excellent substitutes during the interim.

### Assignment of Volume Numbers to the Congressional Series

There is probably no question concerning public documents to which this office has given more consideration than the devising of a plan by which it would be possible to assign the volume numbers to the congressional series as soon as the documents are printed.

There are two very material advantages to be gained, were it possible to solve this question; one that of eliminating the necessity for the public printer to supply storage room for these documents and reports prior to the preparation of the schedule; and the other that the work of the librarians in cataloging these documents and reports would be greatly facilitated by having all of the necessary information at the time the publication was cataloged. The greatest handicap to a solution of this problem is the lack of information concerning the publications which have not been printed and to which document numbers have been assigned. Even now, after the session is closed, we are compelled to hold up the schedule for weeks and sometimes months to learn the title, paging, and other necessary information regarding certain publications to which numbers have been assigned, but which are not printed.

At the present time in preparing the schedule, we endeavor to maintain a numerical arrangement in binding the Senate and House Reports after having classified them as public or private in accordance with the provisions of the printing law. The Senate documents are brought together first by subject and then by number, but, with the House documents, on account of the introduction in this series of all the annual and serial publications, an effort is made to preserve, as far as possible, a departmental and subject arrangement.

It might be well to explain at this point that, although the only volumes distributed to the libraries now as numbered congressional publications are those of which Con-

gress is the author, and of these there are consequently no other editions, the schedules and index must of necessity, on account of the wording of the law at the present time, be made to cover a complete numbered set still provided for the exclusive use of Congress.

There is about only one way to accomplish the numbering of the volumes as soon as printed under the present law, and that is by disregarding entirely any sort of an arrangement and assigning the next open volume number as the documents and reports appear. Of course, the index would furnish the key to these miscellaneous volumes. Such a plan is now being considered by us, and it is hoped that before July 1 some plan can be devised which will permit of a more prompt shipment of the documents and reports to the libraries.

### Publication of a Daily Bulletin

The resolution of the Association passed at Pasadena, May, 1911, favoring the publication of a daily or weekly bulletin of the document issues by the superintendent of documents, has not been forgotten or overlooked, but up to the present time the project appears no more feasible than it did at the beginning.

The documents office has not the authority of initiative except to a very limited extent. Its activities are all prescribed and defined by law. It is from the law that the superintendent of documents derives his authority to compile and publish the Monthly Catalog, the Document Index, the Document Catalog, and the series of price lists. It would hardly be proper or prudent for him to begin the issue of another periodical without first asking the permissive or directory action of Congress. Asking does not always mean getting. Legislation concerning the document service has been found heretofore somewhat slow and difficult in the securing. I do not feel that I could predict with any confidence that legislation authorizing a daily or weekly bulletin could be secured at all.

If it could, an appropriation to make it operative would be needed, because it is

not practicable for the members of the present cataloging force to undertake any new work. They are working under high pressure to bring the Document Catalog up to date and to keep the Document Index and the Monthly Catalog there.

The embarrassment caused librarians by calls for documents which have been noticed in the newspapers but not yet announced in the Monthly Catalog is not so much due to delay of the Monthly Catalog as to premature announcement in the newspapers. It is the practice of various government bureaus to pass along to the newspaper men information of new publications as soon as they are sent to press or even sooner. Of course readers of the newspapers assume that the documents noticed are already available for sale or distribution, whereas the fact is that various causes may tie up the documents in press for months or even years. The most prolific cause of such delays is changes—changes in "copy," changes in "proof," changes even to the substitution of entirely new matter after a first draft has been put in type. The number and extent of such changes in printing the public documents are almost unbelievable, and they are of course highly embarrassing to the libraries and to the public when premature announcement of the forthcoming issue of the delayed document has been made.

If the publishing bureaus could be induced to withhold information of new documents until such documents had been actually printed, bound, and delivered, the embarrassment experienced by librarians would be obviated. It is hardly practicable, however, for the superintendent of documents to make any suggestion in the matter to the publishing offices. Some of them at least would be likely to resent such a suggestion from him as being meddlesome and out of his sphere. As to whether such suggestion from the American Library Association would be welcomed or heeded, I do not venture to express an opinion.

Premature announcements are not always accurate. The announced publications are often changed in the making, and

sometimes are not published at all.

Of course, the Monthly Catalog, being an official document and an accurate one, cannot take any chances on premature announcements. All of its entries stand for documents actually received, carefully examined, and their origin fully inquired into. This is not work to be hastily done. Sometimes a surprising amount of time and trouble are expended in finding out whether a document belongs in some series, whether it is the beginning or ending of that series; if the latter, then whether the same subject or subjects are to be pursued in some other series, and the variety of similar details which libraries and collectors should have, and for which they look to the documents office, because in too many cases such particulars cannot be ascertained by examination of the document itself.

A month is the shortest time in which such matters can be sifted out and brought into orderly catalog form. Lists issued at any shorter intervals must necessarily be memoranda rather than catalogs, and the work done on them must be performed again in a more orderly manner for the official monthly, annual, and biennial catalogs.

#### Explanation of Section 8 of the Legislative Appropriation Act Centralizing the Distribution in the Office of the Superintendent of Documents

The long cherished hope for a central distributing office has been realized nominally, but the provisions of law creating it, I am sorry to say, correct only the evils that existed from a mechanical standpoint, in that they prevent the double hauling and wrapping that were necessary prior to the change. There remain as many distributing agencies as before, as the authority to distribute the publications consigned to this office continues with the issuing office. The libraries have been afforded no relief, because now, as before, if a dozen selected pamphlets are wanted, it may mean the writing to about as many different places. This is a rather difficult



proceeding, as most persons are unfamiliar with the machinery of the government and are frequently in doubt whom to address to secure the desired publications. The departments have always been rather reluctant to relinquish control of the distribution of their documents, and the new printing bill, should it be enacted as it now reads, would give back to them even the mailing of the daily miscellaneous requests.

Instead of providing for such a step backward, it is the opinion of this office that a provision should be inserted that would discontinue entirely the free distribution by the departments (except to collaborators and sufficient copies for official use), and would permit the superintendent of documents to supply free copies to public libraries and sell copies to the public at a nominal cost.

At the present time the departments have only a limited supply, which results in a few applicants obtaining free what others have to pay for.

There is probably not a librarian who hasn't experienced the inconvenience of the present arrangement, as it is a daily occurrence for us to have to refer their requests to the issuing office or quote the prices.

#### **Need for Co-Operation on the Part of the Librarians to Improve the Publication and Distribution Methods of Government Publications**

The most striking example of the need for co-operation is that we are today fighting for certain reforms in the methods of publication that were asked for sixteen years ago.

The first superintendent of documents had hardly entered upon the duties of the office before he recognized the faulty methods of publication and distribution which he well knew served only to prevent the public document from occupying the position its general standard of efficiency warranted.

It is hard to understand why the untiring efforts of those interested in promoting the use of the public document have been

practically ignored when you stop to think of the annual cost in compilation, printing, and distribution.

We all know that every conceivable subject is treated in the public documents, and when we think of their value to the historian, student, and public in general, it is hard to understand why any obstacles should be put in the way of making them readily accessible and encouraging the librarians to give them the proper place on their shelves.

Now, as to the faulty methods which obtain in the publication of the public documents, very little has been accomplished in the way of reform. That the present methods cause needless expense in mechanical production and needless difficulties in their use, there is no question. Chief of these faulty methods is that of reprinting the same book several times under different numbers and titles. I do not mention this as a new discovery, because every superintendent of documents has endeavored to have the law changed to eliminate from the congressional series those publications of which a departmental edition is printed.

One edition for one book is the only logical manner of issuing government publications, and the Smoot bill which has again been introduced goes a long way towards correcting the present evil.

Section 45 provides that all publications of which there is a department edition printed, except the annual reports of the executive departments, shall not be numbered in the congressional series, and section 65 provides that all copies additional to the original order of the department should be identical with those ordered by the department.

We are seriously opposed to the exception of the annual reports, and with the hopes of eliminating any exceptions we have just written the Senate committee on printing as follows:

"No reason is known to this office why the annual reports of the executive departments and independent offices should be excepted from the operation of the salu-

tary provision that departmental publications shall not be printed a second time with changes to indicate (erroneously) that they are documents emanating from Congress.

"The reasons which have induced the prohibition of second and varying prints of department publications generally, apply with at least equal force to the annual reports, which are the most distinctively and obviously departmental of all departmental issues. They are so distinctive that it is safe to say they are always known and called for by their departmental designations, never by their congressional numbers. Everybody knows at once what is meant by War Department Report, 1912, but nobody knows offhand what is meant by House Document 929, 62d Congress, 3d session. There is nothing whatever to indicate that these two designations mean the same publication, which is really not a House document at all, but a publication of the executive and not of the legislative branch of the government. And, of course, the same is true of the annual reports of all the executive officials.

"The addition of congressional document numbers to executive reports adds nothing to their value or to their accessibility. The second set of designations is merely confusing and troublesome. To spend money on such a second print is to spend it only to buy harm instead of good.

"The numerous and conclusive considerations which have been sufficient to place in the bill the prohibition of the second and superfluous editions of other departmental publications apply with at least equal if not even greater force to annual reports, and to except them from the general prohibition seems therefore illogical and contradictory and a long step toward defeating the proposed reform and the economies which it is intended to promote.

"If it is not desirable to protect the annual reports from the waste and confusion of double editions, then it is hard to see why any publications should be so protected. The annual reports, so numerous, so important, so certain to be continuously

issued for all time to come, are 'the very head and front of the offending' in the double printing abuse, and with them the reform should begin.

"To except the annual reports seems to amount to discrediting if not to virtually abandoning the whole reform—the most vital of all reforms in connection with the public printing, that of permitting but one edition for each publication, by which it may always be known and identified and kept free from confusion with others."

There is no question that the librarians are in sympathy with what we are trying to do, so now is the time to join forces and make every effort to have this bill embody the necessary provisions to correct all existing evils.

The librarians must give the movement impetus, and we believe if sufficient organized effort is directed in the proper channels good results will be bound to follow.

Mr. Wallace's paper was received with enthusiasm because it showed his close and intimate knowledge of matters pertaining to the publication and distribution of documents. A spirited discussion followed the reading of the paper, all through which expressions of appreciation were made concerning the service which had been rendered by the document office in recent years towards prompt and efficient distribution of publications delivered to that office.

Miss Hartwell, informally representing the superintendent of documents, answered many questions relative to the serial numbers on government documents and urged if consistent with the policy of the American Library Association that action be taken suggesting to Congress that annual reports now listed in the congressional set of documents be omitted inasmuch as they are not now in the depository set and such omission would facilitate the publication of the Documentary Index.

The discussion also brought out the consensus of opinion that the libraries would be more satisfactorily served if all publications were sent out under the direction of the superintendent of documents.

Henry J. Carr, librarian of the Scranton public library; Miss Edith E. Clarke of Syracuse University, and Herbert O. Brigham, state librarian of Rhode Island, were appointed a special committee to prepare a suitable resolution of thanks to Mr. Wallace for his excellent paper and to draft suitable resolutions to be submitted to the Council for its approval, urging that the recommendations in Mr. Wallace's paper relative to publication and distribution of documents be approved by the American Library Association, this committee to report at an adjourned meeting of the session to be held at 12:15 p. m. on Friday.

The second paper of the evening, prepared by Mr. FRANCIS A. CRANDALL of Washington, D. C., on certain phases of the public document question, in his absence was read by Charles F. D. Belden, state librarian of Massachusetts.

Mr. Crandall's paper (in part) here follows:

#### PROPOSING AN EXECUTIVE GAZETTE

The committee on department methods, known to the public as the Keep commission, was the agency through which, about seven years ago, President Roosevelt hoped to reorganize and energize the government service in Washington.

The Keep commission organized for helpers twelve so-called assistant committees, their total membership being about seventy, all supposed to be experts in the several branches of inquiry assigned to them.

On one of these assistant committees, the one on "The organization of editorial work and an official gazette," the writer had the honor to serve.

We held more than one hundred meetings, and examined as witnesses almost if not quite every man and woman who had any official relation with the work of preparing manuscripts for printing. We learned after a while that the President wanted an official gazette, and expected us to devise the means of creating it. I think that nearly all the members from the start deemed the scheme impracticable and

chimerical. It became clear that it would be a costly enterprise, and we could not find any department that had the money for it.

Soon after this Mr. Keep left Washington, and the Keep commission, though nominally still living, dwindled rapidly, and brought forth little if any more fruit.

The members of the assistant committees were left stranded, with desks full of unprinted manuscripts as the only results of their prolonged labors. From one of these desks I have withdrawn the report of a subcommittee of the assistant committee on the organization of editorial work and an official gazette. Though it was written half a dozen years ago, it seems that an element of interest yet remains in its proposal for the publication, as an alternative to the impracticable official gazette, of an executive gazette. This proposal has not had any exploitation whatever.

In the hope that it may in this way be brought to the general notice of persons interested in the methods of publication and preservation of the historical records of the government it is now offered for the consideration of the American Library Association.

The London Gazette, which is the model most generally thought of when the term official gazette is used, was begun in 1665, and may be looked upon as a survival of the pre-newspaper age, for though there were newspapers before the Gazette, they bore little resemblance to what we now know by that name, and the daily press—the significant part of the press of our day—was not born till a generation later. We may assume that when the Gazette was begun its semi-weekly issues were sufficient to carry all the official information that the government of that day wished to offer to its subjects. But this long since ceased to be true. The English government now has a host of publications which do not appear in either of the three Gazettes—London, Edinburgh, and Dublin—of the United Kingdom, nor in any of the multitude of gazettes which are issued in the various

British dependencies, from Canada and Australia to Borneo and the Andaman Islands. The country has outgrown the London Gazette, and by its growth has been forced into that specialization and subdivision of its official publications which we see even more notably in our own country. No doubt for the Andaman Islands a monthly gazette covers the whole ground, everything being printed in it and no occasion being found for any other official publication whatever. This may be true of many small countries, but it is not conceivable for a great and growing country like ours.

The specialization of official publications seems to be an inevitable result of the growth of public interests and the public service. By recent methods documents are printed relating to special branches of the public service and sent only to those employed in such branches. Economy of both time and labor as well as economy in printing are thus promoted. This subdivision is carried out with much minuteness. The Daily Bulletin of the Railway Mail Service, relating solely to the affairs which its title indicates, is printed in Washington in an edition of 1,500 copies and supplied to all offices in the department and sent out to the different division superintendents throughout the country. These superintendents extract from it the matters which affect their divisions and redistribute these parts to their subordinates in general orders. Thus everybody in the postal service gets that information and those orders which he needs and he does not get and consequently does not waste any time upon that information and those orders which he does not need. The hydrographic office's weekly, Notice to Mariners, containing only the latest information as to aids and hindrances to navigation, would seem to be a sufficiently specialized publication to be supplied to sailors without further ado. Part of the edition is issued in the complete form, but economy and efficiency are further promoted by additional subdivision. The weekly publication, not a large one to be-

gin with, is split into many parts, often a dozen or a score, and one of these leaflets is supplied to the mariner who needs information as to those waters only into which his own voyage will carry him. The Yearbook of Agriculture, the Annual Reports of the Smithsonian Institution, the National Museum, the American Historical Association, the Chief of Engineers, the Chief of Ordnance, the Bureau of Education, and other publications which are made up of distinct papers or chapters that permit of separate publication, are split up and each chapter or paper printed in a pamphlet by itself, so that the authors and others who ask for copies of special papers may have these alone and the cost of supplying them with whole volumes thus be saved. Even pamphlets of moderate size, like the bulletins of the Department of Agriculture which report the proceedings of the conventions of official agricultural chemists, economic entomologists, and other bodies of government specialists, are split into fascicules with which the popular demand for information on special parts of the work of these scientific bodies may be met at least cost.

Any publication, by whatever name or in whatever form, which undertook to include all of these and the other and almost innumerable specialized publications of the government, and to have itself supplied to all who now receive the existing publications, would of necessity be of enormous bulk and be printed in an enormous edition, and it seems to your committee that it must break down of its own weight. We think it absolutely essential to the success of an official gazette that all of these specialized class publications should be most rigorously excluded from its pages. Specialization seems to be a natural and proper development of the public printing, and it would hardly be practicable, or wise if practicable, to arrest it.

For these reasons, your committee, in casting about for material which might properly and usefully be carried in an official gazette, should one be issued, has endeavored to choose that only which is of

interest to all classes and not alone to any one class, whether in or out of the public service. The list which represents the judgment of the committee in this respect is still very long. We have not suggested the discontinuance of any publication on account of its inclusion in a gazette, because in all the letters we have received from public officials, and all the questions we have asked them, we have not yet found one who is of opinion that any publication now existing can be superseded by publication in a gazette without injury to the public service.

Opinion among officials as to a gazette is radically divided, the number for and against appearing to be about equal, though the adverse argument appears to be the stronger. Opinion in the committee is also widely divided, and we are unable to make a unanimous recommendation on the desirability or feasibility of issuing a gazette on the model of the London Gazette or of any other official gazette known to us.

Your committee, however, thinks it a duty to submit for consideration an alternative plan, based on a suggestion offered in one of the official letters received in reply to its inquiries. This alternative is an executive gazette, to contain all of the official papers and messages of the President and such other occasional matters of special and immediate importance as the President may think it advisable to have officially published. Such matter might perhaps at times be drawn from the diplomatic correspondence with other governments or from reports made by American ambassadors, ministers, or consuls, or from the findings or rulings of commissions or other official bodies or other sources for which no special method of official publication is now provided.

The weight of this suggestion lies in the fact that every word officially put forth by the chief executive is of universal interest and of historical import, and no official vehicle for its complete and authentic publication is now provided. It is printed in the Congressional Record, in the newspapers,

on separate sheets, in the collected volumes of statutes, and sometimes not at all. These publications are so scattered and each different kind so incomplete that the most industrious librarian or other collector can never be sure that he has all. When the congressional compilation of the messages and papers of the Presidents from Washington to McKinley was made the originals were gathered from all sorts of public documents and old newspaper files and miscellaneous sources. When it chanced that some of the old papers were preserved in public offices the compilers—especially at first—did not know where to look for them. That compilation as finally made is commendable, but nobody can say that it is complete. It served, however, to demonstrate—what indeed all students knew before—that there is no place where all the official utterances of the head of the government may certainly be found. If they were all to be printed in one publication—if the faith of all Presidents were pledged that all official papers should be given publicity in one known publication, and if that publication were so published by volume and number that any historical student or collector might know to a certainty when he had secured all of these publications, then it seems to your committee that something of real moment would have been accomplished.

It is true that the publication of presidential messages in an executive gazette would contradict the unanimous opinion of the committee that any sort of an official gazette should be wholly colorless from a partisan point of view. Still, it seems of high state importance that all of the official utterances of the chief executive, without exception, should be collected and published in some known and accessible place. Whether this consideration is of more or less importance than that of keeping a gazette free from partisanship the committee does not undertake to decide. It submits the suggestion without expression of opinion on its own part.

The adjourned session of the govern-

ment documents round table was called to order by Chairman Godard at 12:15 p. m. on Friday, June 27th. Mr. Carr, reporting for the special committee, reported certain resolutions, which were unanimously adopted and referred to the

Council with the request that they be officially adopted by the Association and copies of the same be transmitted in official form to the joint committee on printing, the public printer, and the superintendent of documents.\*

## AMERICAN ASSOCIATION OF LAW LIBRARIES

### FIRST SESSION

(June 24, 1913, at 8:30 p. m., at the Hotel Kaaterskill.)

The meeting was called to order by President Poole, twenty-eight members being present.

The address of welcome, which was to have been delivered by Mr. Frank B. Gilbert, of the Department of Education of New York State, was given in the form of a telegram from him, as he was unavoidably prevented from attending.

President Poole addressed the association as follows:

This is the eighth annual meeting of this Association. We had hoped to have with us Mr. Frank B. Gilbert, who is one of the charter members, formerly of the New York State Law library, but this morning I received the following telegram:

"Unable to be present tomorrow night. Unexpected official business requires attention tomorrow afternoon. Hope your meeting will be successful."

I think we will have to take the welcome from the last six words.

The next item on the program is the President's address. I am not going to make any address because you would not be edified.

I would call your attention, however, to a few things which have appealed to me during the past year, and which, with suggestions which will come from the members present, will make perhaps a basis for our work during the coming year.

In my library, and I have no doubt in a good many of the libraries represented here, there have been calls for practice

and form books, and perhaps for other local books of states outside of one's own state, and you have all probably experienced difficulty in getting proper information regarding such material. This need is coincident with the possibility of developing our Law Library Journal. It occurs to me that we might organize a committee to publish in our Law Library Journal, once a year, a list of local practice and form books, giving the title, author, number of the edition, date of publication, cost and publisher—the idea being to include in the list, not all the books, but the best books, and to place the choosing of that list in the hands of parties familiar with such books. If a list could be published every year it would be of considerable advantage.

Another suggestion has come to me—I think from Mr. Hewitt—that we put in the Law Library Journal, in some such way as described above, references to the court rules of the highest courts of the several states and any important local courts that are represented in the published reports. I do not refer to the text of the rules and the many amendments, but where they can be found, date of adoption, etc.

There is another matter which will come up at one of the sessions, viz., the movement for uniformity in the publication of session laws. You will hear more about that later, but it is worth our consideration. You all know the rather baffling way in which session laws are published; hardly any two states are alike, and the states change their methods from year to

\*For text of these resolutions see minutes of the Council, page 256.

year, causing a great deal of confusion and difficulty in finding material.

You are perfectly familiar with the chief work which this Association has accomplished, viz., the publication of the Index to Legal Periodicals and Law Library Journal. We can congratulate ourselves, I think, on a fairly successful year. The editorial work has been done very well, and the promptness of publication has shown some improvement. Mechanically, we have it on a better basis than ever before, and there is no reason why the publication should not continue and become actually self-supporting. Now, as you know, it only partially pays for itself. The Association pays a certain amount of the costs. We hope to increase the subscriptions among practicing lawyers, and plans have already been made for doing this.

We should, I think, take more pains with the Law Journal portion. We have not done with that all that is possible. Personally I think that the editor, working as he does at present—I mean by that, under his present contract and with the time at his disposal—can hardly be expected to do very much more; but we can make a good deal more out of the publication if we improve the Law Journal—make it more readable, so that people will subscribe for the Journal alone. I do not think you can say that anyone would pay \$5 a year for what is in the Law Journal now. I wish that matter could be taken up later and discussed, and that steps might be taken to bring about an improvement in that respect.

The report of the Treasurer was read by Mr. Redstone of the Social Law library in Boston.

Under the head of the Report of the Executive Committee, the letter from Chairman C. W. Andrews, of the special committee on the relations between the American Library Association and affiliated societies, was considered.

Reports of the special committees were made by Mr. A. J. Small, of the Iowa State Law library, chairman of the committee on legal bibliography; by Dr. G. E. Wire, of

the Worcester County (Mass.) law library, chairman of the committee on reprinting session laws; by Mr. O. J. Field, of the Department of Justice, chairman of the committee on Latin-American laws.

The first Round Table was held on Wednesday, June 25, 1913, at 9:30 a. m.

The report of the committee to confer with the Library of Congress on subject headings was given by Mr. Hewitt of Philadelphia, and a discussion ensued. This was followed by a symposium on architectural plans and furnishings for law libraries, participated in by Mr. Frederick D. Colson, of the New York State law library, Mr. Godard, Mr. Poole, Mr. Hicks, Mr. Schenk and Mr. Hewitt.

At the second session, Wednesday, June 25th, at 2:30 p. m., Mr. Colson gave an account of the destruction and rebuilding of the New York State library. Mr. Frederick C. Hicks, of the Columbia University library, read a paper on "Law libraries and the public," which was followed by a statement by Dr. Wire on the Massachusetts system of county law libraries.

A paper on the work in the University of Minnesota law library, by Mr. Arthur C. Pulling, librarian, will be printed in a future issue of the Journal, Mr. Pulling being unable to attend.

The nominating and auditing committees were appointed by President Poole, as follows:

Nominating Committee: George S. Godard, chairman; Mrs. M. C. Klingelsmith, E. J. Lien.

Auditing Committee: O. J. Field, chairman; William R. Reznick, Mary V. Flisk.

The vouchers, etc., sent by Mr. Whitney, not having arrived owing to the delay of the express company, the auditing committee were instructed to report to the executive committee as soon as the material could be examined.

The committee on resolutions, consisting of Mr. A. J. Small, Mrs. Klingelsmith and Mrs. Hoover, reported the following resolution on the death of Charles J. Babbitt, which was ordered spread upon the minutes:

"WHEREAS, after a long and untiring service in his life work our friend and fellow member Charles J. Babbitt has this year completed his work and become a graduate member of our fellowship, and through his death this Association has lost an active member, a kind friend and valued associate, who has left behind him an enduring memorial in the good work which while living he accomplished:

"BE IT RESOLVED, that this Association has met with an irreparable loss, and that we extend our sympathy to the bereaved family, and that this resolution shall become a part of the record."

Then followed the report of the committee on shelf classification of law textbooks, consisting of Miss Gertrude E. Woodard, George N. Cheney, E. A. Feazel.

Remarks on cataloging and classifying law textbooks in the Library of Congress were made by Mr. Martel of the Library of Congress.

Messrs. Schenk and Butler spoke on the matter of increasing the efficiency of the Index to Legal Periodicals and Law Library Journal. Additional features of the Journal were considered, and Mr. Schenk was authorized to include in the Journal during the coming year:

List of Reports as currently issued.

List of textbooks dealing with local forms, practice, etc.

References showing where to find the court rules of the local courts, the decisions of which appear in the published Reports.

The following officers were elected for the year 1913-14:

President—Franklin O. Poole, Association of the Bar of the City of New York; First Vice-President—Frederick W. Schenk, Law Library, University of Chicago; Second Vice-President—O. J. Field, Department of Justice, Washington, D. C.; Secretary—Miss Gertrude E. Woodard, Law Library, University of Michigan, Ann Arbor; Treasurer—E. Lee Whitney, Vermont State Library, Montpelier; Executive Committee—President, ex-officio, First Vice-President, ex-officio, Second Vice-President, ex-officio, Secretary, ex-officio, Treasurer, ex-officio, E. O. S. Scholefield, British Columbia Legislative Library, Victoria; A. J. Small, State Law Library, Des Moines, Iowa; C. Will Schaffer, Washington State Law Library.

The meeting adjourned with a resolution by Mr. A. J. Small thanking each officer and member of the association who had contributed to its work; and with a final word from Mr. Butler urging all to work for the success of the Index during the coming year.

## LEAGUE OF LIBRARY COMMISSIONS

Tenth annual meeting at Kaaterskill, N. Y., June 25-27, 1913

### FIRST SESSION

(Wednesday, June 25, 2:30 p. m.)

#### Round Table on Organizing Small Libraries

The meeting was called to order by the President, Mr. Milam. A roll-call by states showed that sixteen were represented: Indiana, Illinois, Kentucky, Maryland, Massachusetts, Maine, Michigan, Minnesota, Missouri, New Jersey, New York, North Dakota, Rhode Island, South Dakota, Vermont and Wisconsin. The President then

introduced the leader of the discussion, Miss Zaidee Brown, of Massachusetts. The outline of the discussion, as printed on the program, was as follows:

#### 1. Methods suggested by the state organizer for

Accessioning  
Classification  
Shelf-listing  
Cataloging

Should it be attempted?

Should L. C. cards be used?

Loan system

Mechanical preparation of books



2. Average time required for above processes, and average cost per 1,000 volumes
3. Help from local sources  
Volunteers, paid workers, trustees  
Help from neighboring librarians
4. Kinds of supplies and cost
5. How the organizer may interest the people of the town in the library
6. Board meeting: Budget and other administrative problems

It was stated that for this discussion "small library" meant any library with less than 5,000 volumes.

As to the accession book, the general opinion seemed to be that there was more reason for keeping it in a library without trained service than in a larger one, and that the trustees usually liked to have it kept. A very simple entry was recommended. Miss Brown suggested that where, in reorganizing, it was necessary to accession the books already in the library, the quickest way was to number them when the first, or shelf-list, card was written. These cards might be kept in numerical order, and the accession book written from them, thus saving one handling of the books. She said one reason for keeping an accession book in a small library is that the accession number may be used for charging; this led to a discussion of the use of Cutter numbers in a small library; Miss Wright, of Vermont, uses them and has found no trouble. Miss Brown thinks they add considerably to the labor and expense of reorganizing, and she has found them likely to fall into confusion with untrained librarians. No conclusion was reached.

As to classification, the preference was for a simplified form of the D. C., using only three figures in most cases, and combining some classes.

The leader then asked how many organizers favored a dictionary catalog, with an untrained librarian. Miss Hazeltine, of Wisconsin, said that in that state they start only a shelf-list, to be used as a classed catalog, until the librarian can attend summer school, and then a dictionary catalog is made. Miss Askew stated that in New Jersey a dictionary catalog is

made even for a small library, if the librarian and trustees wish it. In Vermont, also, the organizer starts a dictionary catalog.

Miss Frances Hobart, librarian at Vergennes, Vt., reported that when she classified she placed a slip in the book giving the class and book number, and the subject headings to be used, for the guidance of the cataloger. These slips are kept, to form a rough shelf-list, and serve the purpose in assigning Cutter numbers. A number of those present said that they thought it not necessary to make a shelf-list simply for taking an inventory, as many libraries do not take inventory, and it is not worth the labor of the shelf-list. Mr. Olin Davis, librarian at Laconia, N. H., described a method of taking inventory from the accession book, thus making a shelf-list for that purpose unnecessary. The discussion showed that in some states the custom of the state organizer is to start a dictionary catalog, and to make a shelf-list only if Cutter numbers are used, or if the additional labor can be easily afforded. Miss Brown, of Massachusetts, said that she preferred, with an untrained librarian, to make an author and title catalog, and to use the shelf-list for a subject catalog. She makes an alphabetic index to the shelf-list, which also serves as a guide for classification, and includes in this index analyticals and secondary subject cards. She feels that this method reduces to a minimum the difficulty of assigning subject headings, and the danger of scattering material through doing this poorly. The objection to her method was made that such a catalog is not so easy for the public to use; she admitted this, but said that in a small library the catalog is mainly a tool for the librarian. Mrs. Budlong, of North Dakota, recommended using the order card for the shelf-list.

The discussion showed that in New Jersey and Vermont the organizer usually starts a dictionary catalog; and in Minnesota, Indiana, Wisconsin and Massachusetts the shelf-list is used as a subject catalog unless the librarian has at least summer school training.

As to the use of Library of Congress cards, the general testimony seemed to be that the labor of ordering them, and adding numbers and headings, is about equal to that of making simple cards, with a typewriter. Miss Brown stated that the added expense for cards per 1,000 volumes is about \$35, if the order is by author and title. Miss Farr, of Maryland, said that she could catalog about 1,000 volumes a month, making a dictionary catalog, if she made her own cards, and about 1,100 if she used Library of Congress cards—showing that the labor is nearly the same.

It was not possible to give definite estimates of the cost of reorganization or the time required, as conditions vary so greatly; but some general averages were obtained. Mr. Milam, of Indiana, stated that the cost of supplies and labor, including the time and expenses of the state organizer, was about \$50 to \$60 per 1,000 volumes. One organizer said that a cataloger should average 40 volumes a day, assigning Cutter numbers and making a dictionary catalog. Miss Askew, of New Jersey, thought this number too small, and said she expected one person to make a dictionary catalog for 1,000 volumes in two weeks. Miss Brown, of Massachusetts, said that the number of volumes done in a week varied from 500 to 1,000 volumes, according to the amount of local help received. She finds it possible to get volunteer workers for a good deal of the work, including writing the cards, and doing the mechanical work involved by a new charging system. This estimate is not for a dictionary catalog, but for an author and title list, and a shelf-list for non-fiction with subject index—no imprint being given on most of the cards. To show the cost of reorganization where there was practically no volunteer labor, Miss Brown gave the figures for a library at West Bridgewater, Mass., which contained about 6,500 volumes. The state library commission gave about a week of Miss Brown's time, which is not included in the estimate, a cataloger was engaged at \$75 a month, and an assistant at \$50. Local workers were paid

about twelve cents an hour. The books were accessioned, classified, an author and title catalog made, and a shelf-list for non-fiction with subject index. Book-pockets and book-cards were placed in the books. Copy for a printed catalog was made. This catalog was later printed, at a cost of about \$125. The entire cost of the work, including printing the catalog, was between \$600 and \$700, or about ten cents per volume. The time required was about seven weeks.

As to the question of how the organizer might interest the people of the town, there was a discussion on whether the organizer did better work if she stayed at the hotel, or was entertained in a private family. She can, of course, become better acquainted if in a family, but Mr. Milam said that he thought the hotel preferable because there would be no drain on her vitality outside library hours. It developed during the discussion that in several states the commission pays the living expenses of the organizer in the town. In Massachusetts, the library is expected to meet this expense, but the state sometimes helps buy the supplies.

As to the meeting of the Board, Mr. Milam said that he thought the organizer should always meet the Board, and if possible leave with them a suggested budget for a library of that size. Miss Brown said that she carried with her sample copies of a number of selected lists and library aids, and showed them to the Board of Trustees.

A number of organizers spoke of addressing clubs, schools, and other bodies in connection with the work.

After the Round Table, Mr. Milam appointed the following nominating committee: Miss Clara Baldwin, chairman; Mrs. Percival Sneed, Miss Zaldee Brown. The meeting then adjourned.

## SECOND SESSION

(Wednesday, June 25th, 8:30 p. m.)

The topic of the second session was libraries in state institutions and in federal prisons. Mr. Milam, the president, called the meeting to order. Miss Julia A. Robin-

son, supervising librarian of the state institutions of Iowa, opened the discussion. Mr. Jenkins, of New York, who was announced on the program, was unable to be present. Miss Robinson spoke first of the need of providing good reading matter in state institutions; and pointed out that such libraries have the advantage of those in the outside world, in that they need not compete with so many conflicting interests in their patrons. Of the two possible kinds of supervision; by an outside authority, such as a state library commission, or by an official of the board controlling the state institutions, the latter is preferable if the appointment of such an official is not dominated by politics. An official appointed by the Board of Control has greater authority, can maintain a closer supervision of the books admitted, and can obtain more help from the inmates of the institutions. As to methods employed, the book selection should be carefully made to suit the various classes in the different institutions; and the organization should be as simple as possible. In Iowa, they use an accession book, the decimal classification, and a simple form of shelf-list. In all the institutions, reading rooms for the use of the inmates under proper supervision add to the usefulness of the libraries. The librarian is usually an officer or employee of the institution, but should possess a knowledge of the books in her own library, and a sympathetic acquaintance with the inmates which will enable her to assist them in selecting the books which will be most helpful to them. She should also have sufficient time to give proper attention to the library. Inmates often make good assistants, but should work under close supervision and should not be allowed to select the books. In the prisons, where the readers do not have access to the shelves, printed finding lists are necessary.

Miss Florence R. Curtis, of the University of Illinois Library School, next spoke on libraries in prisons. She called attention to the fact that nearly eighty per cent of those in prisons will be out of prison in

from one to ten years. They should be regarded as citizens in the making, to be helped in every way possible. Of those who enter, about ninety per cent are literate; and over seventy-five per cent have attended school beyond the sixth grade. About fifty per cent of those sent to prison are so-called "accidental criminals," that is, they have yielded to an impulse, but are not habitually criminal. Before they leave prison, however, they have received an education of a sort in crime. They know the criminal class, its leading men, etc., they know the methods of crime, and they have learned to regard the law as more favorable to the rich than to the poor, and how best to evade it. Besides this, they have become acquainted with unclean literature, circulated secretly; and with vice and dissipation. Guards in the prison often peddle drink and drugs to the prisoners. As to what they have learned that is good, she enumerated the following: The prisoner may have learned a trade, but the trades taught often do not help in earning a living outside. The prisoner may have attended a school. Usually the school is held for four months, is taught by a volunteer prisoner, and aims only to teach the elementary subjects. The prisoner has attended the church service. Last, the prisoner may have had the use of the prison library. Miss Curtis examined the catalogs of thirty prisons. Perhaps three-fourths of the books might be regarded as deadwood. Often the libraries contain vicious books, which give wrong ideas of the relations of men and women, and of the family; create a false idea of life; and make dissipation attractive. The works of Chambers, Elinor Glyn, Phillips, Mrs. Southworth, and others of similar grade, are found in large numbers in the prison libraries. The prisoner has so much time to think over what he reads, that especial care should be taken that his reading should be wholesome. Books dealing with shady business methods, religious unrest, race prejudice, the detection of crime, etc., are all bad. All fiction added to the library should first be read by a person of good

judgment, with respect to its effect on the prisoners. The selection of suitable books does not represent the whole duty toward the prisoner. Personal guidance in the choice of books is most desirable. The chaplain is not always the best person to give such guidance as he may not be familiar with modern fiction and he has other duties. The superintendent is not always interested in the reading of the prisoners. The superintendent of a reform school stated flatly that the physical care of the girls was the main duty and interest of the institution. A librarian appointed by the Board of Control will make the most careful selection of the books. The librarian should also visit the institutions and give as much personal guidance to the reading as possible. It should be noted, however, that this is not a place for an immature person, nor a sentimental one.

Miss Curtis said that the duty of the state library commission, as to prison libraries, was to try to rouse the superintendents, and bring about a better condition.

Miss Stearns, of Wisconsin, asked about the use of magazines in prisons. She had visited a prison, with the chaplain acting as librarian, where they took dozens of magazines, and had given up buying books because the magazines were so popular. Among those especially in demand were *World's Work*, *Current Events*, and *Cosmopolitan*. Miss Robinson, of Iowa, said that they took magazines for the prisons, but in no case were magazines bought to the exclusion of all books. Where it is regarded as necessary, the magazines are expurgated by clipping out certain articles. Miss Curtis said that in Illinois prisons many magazines are taken, and are very popular. The men are allowed to form magazine clubs, and to take any magazine not positively disreputable; and many of the cheaper lower-grade magazines are taken.

Miss Clarke, librarian of the public library at Auburn, N. Y., where there is a state prison, said that she had investigated prison libraries in New York state, espe-

cially in Auburn, in connection with the work of a committee of the New York State Library Association. She regards conditions in New York state as discouraging. In Auburn, the selection is not so bad, but the men are allowed little if any selection. A convict assistant chooses fifty volumes for fifty cells. These are passed out, and each one is kept a week. It is then passed on to the next cell. An educated ex-convict in a letter printed by Richard Harding Davis in the *New York Sun*, stated that he was unable for a year to get a book he wanted, though nobody else wanted it. They have no printed catalogs or lists. In the women's prison, in Auburn, the prisoners are allowed to select books, and one of the teachers had done some work with reading clubs. Miss Clarke stated that in New York state prisons, the teacher of the prison school is not a convict. The prison school is allowed \$50 worth of books a year. The hope for improvement in New York state, in library conditions in the prisons, is through the appointment of a librarian in each prison, or a library supervisor of all state penal institutions.

Mr. Wellman, of Springfield, Mass., asked how to rouse interest in prison libraries in a state where there is no interest. Miss Curtis said that one should avoid rousing general public criticism, as this would antagonize the prison authorities; that it was better to use the slow method of getting the heads of the institutions and the board controlling the prisons interested. The state library commission should do this. A general article in the press on the value of good prison libraries might be desirable, but one should by all means avoid anything approaching a sensational story about special cases. As an example of how to rouse interest, Mr. Wynkoop spoke of the number of New York Libraries, published in February, 1913, which was devoted largely to libraries in state institutions. Copies of this were sent to all trustees of state institutions in New York state, to members of legislative committees dealing with charitable and reformatory institu-

tions, to members of sociological societies, to mayors and sheriffs, to most of the leading newspapers of the state, and to others of influence. About 700 copies were sent out in this way. There have been some evident results. In Syracuse, Rochester, Bath, Jamestown, and some other places, the papers have had notices about the need of better libraries in prisons and jails, and the authorities have in some cases taken steps to improve conditions. In answer to questions, Mr. Wynkoop said that he did not make direct criticism of the present library conditions in prisons, but spoke of the poor economy of spending so little on them. The maximum amount spent on the library of any institution in New York state is \$500, though expenditures for other purposes may run into the millions.

It was suggested that public libraries should supply local jails with reading matter. Miss Clarke stated that in the state prison at Auburn, magazines are taken for the officials, but are not loaned to the prisoners. An offer of discarded but usable books from the public library to the jail was refused, because the prisoners would cut out the pictures and put them on the wall.

Miss Charlotte Templeton, secretary of the Nebraska public library commission, next spoke on libraries in reformatories. This is a somewhat more hopeful group than the prisons. The inmates are often below the average physically, somewhat bitter, and frightened, and sobered by their first contact with the law. The reformatory must build them up; physically, mentally, and in the power of self-support. In this the library is a valuable adjunct. It should contain simple books on civics, books to help the foreigner learn English, and books on the technical subjects taught in the prison. There is also a use for books as a means of recreation. These may put the inmate in a better attitude toward life, and may be the entering wedge for more serious reading. They should, therefore, be the first line of attack. Again, a prisoner may accept moral training from

a book that he would not from a person. The books on conduct are much read. Jordan's "Self-control," Grenfell's "Men's helpers," and some of the new thought books are much read. One prisoner said, "If I had had that book three years ago I should not be here now." Magazines are generally taken, but as a supplement to the collection of books. They include many on current events and on technical work, and some that are taken mainly for their pictures. Country Life and Baseball are very popular. In conclusion, Miss Templeton said that the reformatory library is much like a public library, and should be administered in a similar way. In this way, the inmates would become familiar with the use of such a library, would form the "library habit," and be more likely to feel at home in the public library on their release.

Miss EDITH KATHLEEN JONES, librarian at McLean Hospital, Waverley, Mass., then read the following paper:

#### SOME PROBLEMS OF THE INSTITUTION LIBRARY ORGANIZER IN THE STATE HOSPITALS

Last year I had the pleasure of telling you something of library work in one of the large private hospitals for the insane; this year I want to speak of some of the problems the institution organizer will meet when she undertakes to set in order the libraries of the state hospitals.

In the first place, unless she is fortunate enough to be appointed by the State Board of Control or State Board of Insanity or their equivalent, she may at times feel that she is looked upon a little bit as an outsider by the hospital staff, as one who does not understand hospital conditions and who belongs to an entirely different order of things. She may even meet what seems to her indifference or actual antagonism on the part of a few superintendents.

The fact is, the library to librarians is of supreme importance, but the library to the average hospital superintendent is merely one method of providing entertain-

ment or employment for his patients. He is much more interested in the new social service movement and the study of eugenics and heredity than he is in the general library, which, to his mind, is simply a part of the therapeutic system and even as such ranks far below useful employment and arts and crafts work.

This indifference or antagonism does not arise from any personal feeling nor is it confined to the library. It is the natural outcome of the peculiar organization demanded in a hospital for the insane, a general distrust of any outside interference in any department, and a thorough conviction that each hospital is entirely competent to manage its own affairs. In one state the state board refused the offer of the state library committee to organize its institution libraries for these very reasons. In another state, where the possibility of the state board appointing an institution librarian of its own is under discussion, one superintendent remarked that he "could only say this; if it must come he was thankful it was coming from the inside, through the board and from one who knew hospital conditions."

Another reason for this seeming indifference on the part of the superintendents is that, in the East at any rate, a state hospital is always poor. It is poor and it is crowded, and its superintendent is harassed with having his requests for better accommodations for his patients, a new power house, larger kitchens and laundries, or quarters for his married men nurses turned down; with trying to get larger appropriations from the state legislature; with endeavoring to feed and clothe and house 1,200 patients on an appropriation and in quarters designed for 1,000 at the most. He probably has cut down his expenses in every conceivable direction, and he can not see the use of spending money for books which the majority of his patients will not read. And there is this to be said for his point of view, that while there are many educated and cultivated persons in all the state hospitals, the majority of them are foreigners and illiterates

from the mill and factory-hand classes and from the slums of the cities. In New York state alone, in 1906, forty-six per cent of the whole number of patients admitted to the New York hospitals were of foreign birth. And I might add, to show the menace of the class of people we are letting into our country, that forty-six per cent of the insane were aliens, while only twenty-six per cent of the whole population of the state were of foreign birth. Add to these the outcasts from the slums and you have a good idea of the make-up of the state hospitals and asylums, and you will not wonder that many superintendents shake their heads when libraries are mentioned.

It would, therefore, seem to be one of the duties of the organizer to prove to the superintendent that even if three-fifths of his patients are illiterate, reading should be provided for the educated two-fifths; that she, from her knowledge of books and editions, can provide a thoroughly readable library which will meet the requirements of all classes, from college professors to the dregs of humanity, for a much less sum than he can do it, and from her experience she can interest the patients in books. For after you have the library, you still have a set of people to deal with who lack initiative and must be aroused to interest in anything. She must also impress upon him that shelf-and-book or even accession numbers mean nothing, and that when, as in one library I know, all the books are covered and there is no hint of author or title on the back, the library is converted into a sort of literary grab-bag which is funny to the librarian but exasperating to the patient. She must convince him that an unclassified library represents a tremendous waste, especially when it is not supplemented by a subject catalog. She must be able to prove to him from the experience of other hospitals that the old-fashioned method of letting a library run itself is not conducive to growth and that there must be some one whose chief duties are to the library. She can assure him from figures that he is not

getting out of his library what he should, if out of 1,000 patients only 60 use the library during the year and 50 books a week is a large circulation. She can tell him of one hospital of 220 patients which has from 75 to 100 regular readers, not counting nurses and employees, and averages 25 books a day, or 8,900 a year; of another of about the same size which often gives out 50 books a day; of a third, which, with a population of 2,000 gave out last year 15,862 volumes to 344 persons. She can guarantee him that if he will let her weed out obsolete stuff and fill in with the sort of books the patients want and train some patient, nurse or stenographer to act as librarian in her absence at other hospitals, his library circulation will be doubled or trebled the first year.

Having convinced the superintendent of the utility of the organized, central library, the institution librarian is now free to turn her attention to the patients, getting acquainted with them, learning their tastes in books, interesting them in reading and in pictures. And just here I would say that in the state hospitals the doctors are always glad to have anything new suggested in the way of employment, and that if the organizer can manage it so that the patients can help her in the care of the charging-system, mending and cataloging, her efforts will be much appreciated by all concerned.

The institution organizer will soon find that each hospital differs from every other in construction, management, and especially in the character of illness. The asylums for the chronic insane present the most hopeless feature, yet even here there are enough who read to make it worth while to furnish libraries. Moreover, in the asylums, the nurses have to be taken into account. Their work is so hopeless and uninteresting compared with that in hospitals for acute and recoverable cases that more must be done for them in order to get and keep even ordinarily good attendants. And where, as in many cases, the chronic insane are being transferred to farm colonies way out in the country, far

from any city or even large town, the library can, if it will, help very decidedly by offering means of study and education to the nurses and staff as well as diversion to the patients. Therefore, one can venture to buy for an asylum a much better selection of books from the point of view of general culture than for the ordinary hospital.

I have said so often that a hospital library must be formed for entertainment, not for education, that it must be simple in organization and carried along on unconventional lines, that I speak of these points again only to emphasize them. If one looks upon institutional work from the point of view of educative influence it is discouraging work; but if one thinks of it as an adjunct to the therapeutic service of the hospital, as a means of bringing some pleasure or at least forgetfulness of self for a time to an afflicted class and employment for hours which otherwise would be passed in complete idleness and utter dejection, it is inspiring work. But in the selection of books this point of view must be kept always in mind.

Yet this is just what those unaccustomed to hospital conditions fail to grasp. Not three months ago a hospital in a far-off western city sent a representative to see our library and get all the information he could in regard to the sort of books they should put into their beautiful and expensive new buildings. I showed him a list of some 1,200 of our most popular books selected as a basis for the little catalog Miss Carey, Miss Robinson, Miss Waugh and I have made out and annotated, and which is now being printed by the A. L. A. Publishing Board. The first thing he noticed was the omissions. "Why," said he, looking at Science, "you have nothing by Spencer, or Darwin or Huxley on this list. Aren't they the standard thing? Oughtn't I to get them for our library?" "Not if you want a library which will be read," was my prompt reply, and I showed him the records of our sets of these scientists, taken out at the most three or four times in the history of the library.

A year or so ago I attempted to find out from our cards just what was the most popular sort of fiction in our library. Of course the book of the moment is the one read at the moment, so it would be manifestly unfair to include these and I took only those books published prior to 1901. It may interest you to know in their order the 25 most read books, that is, of the old favorites. The date unfortunately excludes Mr. Pratt, the Virginian, Kim, Rex Beach and Oppenheim. They are, The Choir Invisible, Janice Meredith, Saracinesca, Sant' Ilario, Don Orsino, Vanity Fair, The Lilac Sunbonnet, Old Chester Tales, Dr. Laver's People, When Knighthood was in Flower, The Sowers—taken out 20 times in the last three years; The ~~Leats~~ of the Mighty, The Battle of the Strong, Adventures of Sherlock Holmes, Memoirs of Sherlock Holmes, Treasure Island, Cape Cod Folks and The Right of Way, 22 times; A Little Moorland Princess, Dorothy Vernon, Kidnapped and The Cardinal's Snuff Box 25 times; Richard Carvel 29 times; The Old Ma'am'selle's Secret 40 times and The Second Wife by Miss Marlitt 43 times. This shows pretty conclusively that even our people, all of whom belong to the cultivated and educated class, want light, interesting stories of romance and adventure, and the average state hospital reader wants something even lighter than these.

I have been asked again and again if the right reading really cures. One dare not affirm this; its influence is negative rather than positive. But I can say this: I have known of many cases outside as well as in the hospital where persons have been positively harmed by morbid or hysterically sentimental books. Our people are inclined to be pretty emotional anyway, and whatever appeals to that side is to be deplored.

To sum up the qualities which determine the suitability of books for a hospital library, I can do no better than quote from the "Foreword" of the catalog mentioned above:

In making this list the editors have en-

deavored to keep in mind the following points:

1. Books in a hospital are for recreation, not for instruction, and therefore should consist principally of fiction, picture books, travel, biography, light and popular science and outdoor books.

2. They must be wholesome—not morbid, or gruesome, or depressing. Good detective stories and tales of adventure, however thrilling, if not horrible, and if they do not make vice attractive, are to be recommended, as they, more than almost anything else, hold the attention.

3. Illustrated books and books of pictures are invaluable, as a patient often will look at pictures when he is too ill to read.

4. The newest fiction is called for and read, yet the old favorites remain much in demand. With so much ephemeral stuff among the "best sellers," it is a delicate task to select the really good novels which will last, and there is a great temptation to fall back on the old and tried books to the exclusion of the more modern. The editors have tried to combine the two in just proportion, and also to give a few titles of the better class of the "second rate" which have proved popular.

5. It is not enough to provide books for those who wish to read. There are always many patients who are unable to take any initiative towards selecting any form of entertainment or employment for themselves, and for these should be provided light and simple stories which will not tax the brain or require any concentration of attention, but which will serve to stimulate their interest in things outside themselves. These are not necessarily children's books, but often the simple language and quiet wholesomeness of certain books for young people will bridge a patient over this period of mental inadequacy and pave the way towards a real enjoyment of maturer reading.

In addition to these five simple rules for selecting the reading for a hospital library, the editors would emphasize another very important point: Many of the readers will be elderly persons with failing eyesight.



who demand large, clear type. This is hard to procure in cheap editions of standard authors and old favorites, but it is suggested that it is well worth while to take a little pains in selection and even to pay a higher price, in order to get an edition of convenient size, shape and weight, in serviceable binding, with large, clear type. Such an edition will last longer and will invite, not repel the reader.

Complete sets of the works of standard authors, with the exception of Shakespeare, Scott, Dickens, and possibly George Eliot, are not recommended for hospitals. Only a few of the more popular stories of each will be read.

I want to say just a word in regard to the housing of hospital libraries. Of course the ideal arrangement is a separate building which is open all the time, but I know of only three or four such in the country. In most state hospitals the library was an afterthought and the books are crowded into one or two more or less inaccessible rooms to which the patients can come only once or twice a week and which can not possibly be made attractive. Often there is absolutely no other room to be had in the hospital and the librarian must make the most of it and do her utmost to beautify it with rugs and baskets made by the patients and flowers from the hospital greenhouses. But sometimes a little ingenuity will solve the problem in some such unique way as in the State Infirmary at Tewksbury, Mass., where the superintendent conceived the idea of moving their very good little library (classified and cataloged too) from its one small dark, inaccessible room in the administration house to the large, light chapel which hitherto stood idle six days in the week. Here low shelves have been built in between the windows on the wide side aisles and stacks fitted into the alcove rooms each side the chancel. Long narrow tables with plenty of books and magazines have been placed in these aisles and the library is now open practically all the time.

The Hospital for Epileptics at Monson, Mass., has met its problem somewhat dif-

ferently. The superintendent here is having two large sunny rooms fitted up with bookshelves, one for the men where they can smoke and one for the women where they can sew. These shelves will be kept filled with books from the central library (in an office in the administration house which it shares with the medical library) administered by the stenographer-librarian, but under the direct supervision of a patient for each room. The patients themselves are very enthusiastic over the proposed change and have made out lists of books they want.

In Massachusetts, the ideal so far as use of the library goes, is found at the Foxborough Hospital for Inebriates, where only men patients are admitted. Here they have a separate building containing one large room with low bookcases all around it and two tables covered with periodicals and newspapers in the center. Here the men can come when their day's work is over or at the noon hour and read and smoke.

I wish I had time to speak of the importance of interesting the nurses in the library and getting their co-operation, and of the possibility of holding classes on books and reading for them. I know of no hospital where they have time for such classes at present, but there is a movement on foot towards requiring better education as a condition for entering the training schools for the general hospitals, and some day some hospital will inaugurate classes in literature.

Miss Jones agreed with Miss Robinson's statement that the libraries in state institutions should be administered by an official appointed by the Board of Control.

Miss Flexner, of the Louisville free public library, then spoke of an experience in placing books in a county jail. Within the last six months, the public library offered to place a deposit in the county jail, and found that the jailer was willing. Permission was also obtained from the Fiscal Court. In November, about 100 volumes, all fiction, were sent, to be retained four months. On their return, it was found that

over 1,800 issues had been made—a heavy circulation. In the next lot, was placed about 15 per cent of non-fiction, carefully selected. On their return, it was found that books by Marden and Grenfell had been popular. Mrs. Sangster's "Sweetest story ever told," a life of Christ, had been well used, while Mrs. Wharton's "House of mirth" had been read but twice. "Rebecca of Sunnybrook Farm," "Kim," and Mrs. Whitney's "Ascutney street" were each read 26 times in 6 weeks. Books on useful arts were so much in demand that they were renewed. The books are charged by the chaplain. When a suspicious looking gathering of the men was investigated by the jailor, it was found that one who could read was reading aloud to those who could not.

In the discussion, it was stated that a list of books for use in insane hospitals is to be published soon and that copies are to be on sale by the A. L. A. Publishing Board. Several speakers mentioned a union catalog for prison libraries, with annotations to guide the prisoners in the selection of books.

The committee on libraries in federal prisons made a report, in which they stated that an earnest attempt had been made to secure an appropriation of at least \$2,500 for the establishment of a library in the penitentiary at Atlanta and a like amount for Leavenworth, and \$500 for books for McNeil Island, but that the effort had been unsuccessful. The attempt will be renewed this coming year. The committee was continued.

### THIRD SESSION

(Friday, June 27, 1913; 8:30 p. m.)

A third adjourned session of the League was held for the transaction of remaining business. The meeting was called to order by the President.

Miss Martha Wilson, supervisor of school libraries in Minnesota, spoke on co-operation between library commissions and state boards of education. Miss Mendenhall then gave a summary of the work done by the library committee of the N. E. A. on li-

brary instruction in normal schools. She stated that a questionnaire was sent to 200 normal schools, and the results show that most of the normal school libraries need reorganization. In the 200, about 50 have trained librarians. These are mainly in the far West. The Committee makes the following recommendations: 1, that library organizations try to have the subject of library training in normal schools presented at educational meetings; 2, that trained librarians be appointed in all normal schools, with the faculty and salary rank of heads of departments; 3, the publication of a manual for normal school librarians by the U. S. Bureau of Education; 4, the publication in educational periodicals of articles on the greater use of libraries by schools, and on related topics. It was suggested that the library commissions might help in carrying out the last recommendation. Miss Mendenhall was asked whether she favored putting the school libraries under the state library commissions, or under the state boards of education. She said that she believed the function of the school library to be distinct from that of the public library; that the two should co-operate but not combine. Miss Stearns of Wisconsin said that the question of the relation of the state library commission to the state board of education should be discussed and more clearly defined; that there is a decided tendency to place the library commission under the state board of education, or to merge it with it, as has already been done in one state. There was not time for adequate discussion of this subject, and the suggestion was made that it be taken up at a future League meeting.

Mrs. Minnie Clarke Budlong, director of the North Dakota public library commission, read the following report of the committee on the establishment of new commissions:

### REPORT OF COMMITTEE ON ESTABLISHMENT OF NEW COMMISSIONS

This committee has been requested to report on two topics—"a plan for the

League to follow in giving aid in the organization of commissions in states now without them," and also a draft of "tentative provisions for a model library law to be used with the model commission law."

An A. L. A. committee of which Dr. Arthur E. Bostwick is chairman, has made a valuable report on points to be covered by a model law relating library to municipality, printed in the 1912 proceedings. The same committee has under consideration the drafting of the points covered into a model charter, and the League committee decided that action on its own part was unnecessary at present.

The other topic assigned this committee cannot be disposed of in so brief a manner. It is a question of theory and of insight, of sympathetic understanding and action.

There are eleven states without library commissions: West Virginia, South Carolina, Florida, Mississippi, Louisiana, Oklahoma, New Mexico, Arizona, Nevada, Montana and Wyoming. These states contain one-eighth of the population of the country, and have only one-twentieth of the libraries.

The first step toward aid is to learn how library commissions have been established in other states. Letters sent to 36 states elicited 22 replies. Perhaps a distinction should be made between library commissions and state libraries, or boards of education, such as New York, California and Oregon. But there have been included in this report all states doing extension work, regardless of name or title of organization.

The questions asked were:

1. How did the demand for a commission arise?

The answers received are practically unanimous. There was a need felt and provided for by a few far-sighted library workers. Eight give the credit of the initiative to library workers or associations. Seven give it to women's clubs or the state federation. Five say librarians and women's clubs were co-partners in the work, and three, Maryland, Wisconsin and Nebraska, include teachers in this partnership.

2. Who drew the law?

The law has usually been drawn by or under the supervision of a few interested workers, such as president of state library association, superintendent of public instruction, president of university, or legislative committee of state federation. In Kentucky use was made of the model commission law.

3. What was done to secure its passage?

One would expect a wider range in replies than this question elicited. "A friendly legislator took it in charge" sums up the story in most states. Personal letters and interviews of library workers and club women with members of the legislature, and particularly with members of committees, seem the usual methods. In some states the measure was defeated one or more times before influence enough was brought to bear to secure its passage. In Nebraska, the measure failed twice until pushed by the federation and teachers. Even if no general demand is formulated, there must be a desire expressed by organizations strong enough to impress legislators.

4. What literature was used?

At first, there was no literature available and the majority report "none used" or "nothing special." Idaho, Minnesota and Kentucky mention the Wisconsin publications particularly, also some from Iowa. Five speak of special leaflets prepared or statistics used from traveling library reports or from the League Handbook.

5. How long did it take?

The time required varies from "a few weeks" to fourteen years. Nine secured the desired legislation in one session. Six used two to four years. Nebraska required five years; Minnesota, six years; Tennessee, eight years, and Illinois, fourteen.

6. When was your law passed?

Massachusetts passed the first library commission law in 1890. Since then similar laws have been enacted in 36 states, concluding with South Dakota and Arkansas in 1913.

7. Has it been amended—if so, when and how?

It is interesting to note how few amendments except increase in appropriation have been made in library laws. This emphasizes the importance of careful framing of the law in the beginning. A study of the chief points of the law in other states with such changes as will adapt them to the conditions in the new state should always be made.

Five states report no amendment. Two report increase in membership of commission. Ten report increase in appropriation, or minor changes. Missouri and North Dakota have had their annual appropriation repealed on the theory that it is not constitutional to bind succeeding legislatures. Oregon has made the most radical amendment, changing this year from library commission to state library.

The conclusion of the matter seems to be that the initiative is with a few interested people, working through library associations, women's clubs and teachers, on the legislators, and that it may often be accomplished in one session after public opinion is sufficiently formed to bring the necessary pressure to bear.

These summaries lead to the following suggestions for aid:

1. A collection of material should be made which would include all pamphlets and articles on the practical establishment of library commissions. Effort should be made to include the special leaflets prepared in each state during its campaign. Some states, notably Kentucky, have prepared maps for circulation to arouse interest. A collection of all such special material kept for loan would be found suggestive and helpful in other states.

2. If possible some one should be sent by the League as an organizer to assist for a short time in the establishment of new commissions. This organizer should understand conditions in that section of the country, and should be able to advise wisely, talk with legislators persuasively, and address library meetings and state federations enthusiastically. Something

may be accomplished by correspondence and by leaflets, but much more is possible to the trained observer on the field. Conditions even in neighboring states differ widely, and require study on the field for helpful understanding.

3. Special training for library commission workers. There is need of electives in the lines in which commission work differs from public library work.

4. Discussion of practical questions at League meetings. This is already being done and should be continued so long as there is need of a place where workers may discuss their individual problems.

5. It is suggested a committee be appointed to look after the needs of new commissions after their organization, as well as before the law is passed. There are many problems arising at home and abroad in which new workers would be glad of assistance, were there some particular committee to which they could apply.

Respectfully submitted,

MINNIE C. BUDLONG, Chairman,  
ELIZABETH B. WALES,  
ASA WYNKOOP,  
WILLIAM FREDERICK YUST.

June 23, 1913.

The report was accepted and the committee continued.

Miss Elizabeth B. Wales, secretary of the Missouri library commission, read the following report of the committee on charter provisions:

#### REPORT OF COMMITTEE ON CHARTER PROVISIONS

Since the meeting at Ottawa your committee has somewhat awaited the action of the council committee, which had been working on the library law of the state from the standpoint of its relation to the free will and initiative of the municipality. It was thought that the work of these committees might duplicate each other. As the report of this committee covering statute law does not seem to meet the point at issue, namely, safeguarding the

interests of the library under the adoption of a new form of municipal government, your committee would make two suggestions concerning such safeguard:

1st. That it may be done by interesting the legislation of the charter bill in a definite provision establishing the public library as a city department.

2nd. That it may be done by inserting phrases in such bill, practically accepting the existing state law.

In the first case the essential points to be covered are: the provision of a proper fund, the appointment of a competent board. If all the duties of said board are settled and all its powers defined, the section will be a long and involved one. Your committee therefore recommends safeguarding the state library law as the better plan.

To do this, care must be taken to insert the proper phrases under sections which (a) define the general duties of commissioners wherever inclusive terms are used. For instance, "and have power to administer and control all other departments or activities of said city," the clause "except such as are already provided for in the statutes" would guard the library law existing; (b) under the rulings on civil service, the same clause would be effective in protecting library service, "except officers whose appointment is already otherwise provided for in the statutes"; (c) under the section concerning establishment and care of public institutions and buildings the exception must be more definite, e. g., "except that nothing in this law shall be construed to affect the existing state library law."

The chairman of your committee was not successful in securing these amendments to the commission government bill in Missouri, but found the fathers of the bill willing to consider them, and entirely ignorant of any possible disturbance of the existing library law under the new charter provisions. Moreover, good lawyers claim that a partially excepting phrase under the general definition of powers in this case makes it probable that no such dis-

turbance need result. This opinion can not be confirmed, however, until a test case gives us a Supreme Court decision.

Briefly, then, your committee recommends protection on the charter law of existing statutory provisions for libraries, rather than a special charter provision.

Respectfully submitted,

ELIZABETH B. WALES, Chairman,

A. L. BAILEY,

A. E. BOSTWICK,

Committee on charter provisions.

June 27, 1913.

In the absence of the Chairman, the Secretary read the following

#### REPORT OF THE COMMITTEE ON LIBRARY POST

The committee appointed by the League to assist in obtaining favorable postal rates for library books reports as follows:

As the members of the League are aware, the provisions of the general parcel post law were so changed immediately before its enactment that printed matter was excluded from the privileges of the parcel post rates. Consequently the long-distance lobbying which the committee and the profession indulged in, favoring the parcel post law, went for naught.

Since that time the committee has been in correspondence with a number of members of Congress favorable to the admission of library books to parcel post rates. During the winter the committee communicated with all of the library commissions and with many state and city libraries asking their co-operation in interesting their representatives in so changing the law as to admit books. While reports indicate that this co-operation was furnished, and several Congressmen stand ready to favor a change, the results have been nil. This failure to get any results whatsoever is partly due to the fact that special legislation had entirely engaged the attention of Congress.

The committee desires to call the attention of the League to the fact that it is not at all certain that to be included in this original parcel post law would be a

great assistance to the libraries in circulating books. For practical library use the changed rates would be of little or no advantage, except for points within the fifty mile zone. Take, for example, a book weighing a trifle over one pound (and this is a very ordinary-sized book). It can be sent anywhere within the postal union for nine cents under the present third class rates. By parcel post rate it would cost six cents to send this book to a point in the city or along any rural route centering in the city. It will cost eight cents to send this book anywhere within the fifty mile zone. Above the fifty mile zone the parcel post rate will exceed the third class rate as indicated below.

- 150 mile zone—ten cents—1 cent excess over existing 3rd class.
- 300 mile zone—twelve cents—3 cents excess over existing 3rd class.
- 600 mile zone—fourteen cents—5 cents excess over existing 3rd class.
- 1,000 mile zone—sixteen cents—7 cents excess over existing 3rd class.

and so on, until it will cost twenty-four cents to send the book more than 1,800 miles by parcel post as against the nine cents under existing third class rates—an excess of 15 cents.

These facts are the occasion for, and justify the opposition which some publishing houses and other commercial houses sending out books or catalogs exhibited to including printed matter within the parcel post law. In some ways it would be unfortunate at this time to admit books to the parcel post rates, since accepting these unsatisfactory rates might prevent further re-adjustments for some time to come. It might be wiser to make an effort to get better rates.

It is the committee's judgment that there is much in common between the library authorities and some of the commercial forces which opposed admitting printed matter to the parcel post, that we have all much in common.

It is therefore recommended that the committee be directed to use every effort to get into communication with the forces which have opposed the admission of printed matter to the parcel post rates in order that these forces may be united with library authorities in an effort so to adjust rates as to be more advantageous to all than the present parcel post rates would be.

In conclusion, the committee reports that it seems unlikely that any further legislation will be immediately enacted.

Respectfully submitted,  
M. S. DUDGEON, Chairman,  
ZAIDEE BROWN,  
MARY E. DOWNEY.

June 25, 1913.

The report was accepted, and the committee continued and directed to carry out the recommendation contained in the report.

The following reports of the publication committee and the committee on study outlines were read:

#### REPORT OF PUBLICATION COMMITTEE

The publication committee of the League respectfully reports:

That they have had under consideration during the past year two publications, neither of which the committee has found necessary to publish, but both of which are to be published elsewhere.

Application was made to the committee for a new edition of Mrs. McDonald-Jones' "Magazines for the small library." At about the time this request was received it was learned that Mr. F. K. Walter had prepared a manuscript for publication which was substantially such a revision. The committee held a meeting at the mid-winter meeting of the Western Section of the League and recommended to the A. L. A. Publishing Board that this be published. We are informed that the Publishing Board has issued this and that it is now obtainable.

The committee has also had under consideration during the year the publication

of a "Reading list for the insane" prepared with great care by Miss Miriam E. Carey of the Minnesota public library commission. The committee hesitated to recommend the publication of this since it seemed that the demand for it would be so limited that it would be difficult to obtain returns for the money expended. The committee is informed, however, that the list will be printed by the A. L. A. Publishing Board and that suitable arrangements for its distribution to libraries will be made.

The committee reports that the committee on study outlines, which was originally a sub-committee of the publication committee, has, as shown by their report submitted herewith, arrived at a satisfactory form of study-club outline.

It is therefore recommended that immediate steps be taken to secure the preparation of study outlines to be printed at once. If no other procedure can be found the committee suggests that after a list of the most desirable subjects to be covered is made up, a limited number of subjects be assigned to each active commission, with agreement on their part to prepare at as early a date as possible suitable outlines on these subjects, conforming each as nearly as may be to the form adopted by the League; that all these outlines be submitted to some one person to be edited in order to secure substantial uniformity of form and to insure that the outline will be useful in other states and that the committee be authorized to secure the immediate printing of these if this can be done on a basis which is financially sound.

Informal discussion of this plan with several of the commissions indicates that the work can be done in this way. It is strongly urged that this work should be inaugurated at once.

Respectfully submitted,

MATTHEW S. DUDGEON, Chairman,  
FANNIE RAWSON,  
CAROLINE WEBSTER,  
CARL H. MILAM.

June 25, 1913.

#### REPORT OF THE STUDY OUTLINE COMMITTEE

Those who were in attendance at the meeting of the League of Library Commissions in Chicago in January, 1911, will recall the general discussion of the need of study outlines to be used in traveling library work in connection with study clubs, and that the publication committee was asked to investigate and report as to the feasibility of the League's undertaking the preparation of such outlines, to be utilized by the various traveling libraries. Mr. M. S. Dudgeon, as Chairman, reported progress at the Pasadena meeting in May, 1911, and submitted suggestions toward a uniform plan. Later Miss Margaret W. Brown of Iowa, who had been active in club work in her own state, as Chairman of the Literature and Library Extension Committee of the State Federation of Women's Clubs, was made Chairman of the special committee on study outlines.

In view of the possibility of the various library commissions contributing one or more study outlines for League use, it seemed important that a general scheme for preparing these should be agreed upon, and Miss Brown presented such a scheme for discussion at the Chicago mid-winter League meeting in January, 1912, relating to the basis and form for preparing these outlines, based on a single text with a small group of collateral references. This was worked out very carefully, and tested by preparing a few outlines according to the proposed scheme, which had proved very acceptable; and it was suggested that the various commissions use the plan in preparing outlines, with the thought of securing uniformity in preparation and printing. The Chairman conferred with such thorough students of literature as Mrs. Francis Squire Potter and Mrs. H. A. Davidson, both having practical experience in study club work, the former being Chairman of the Literature and Library Extension Committee of the General Federation of Woman's Clubs, and the latter well

known as the editor of the Study Guide series.

At the annual meeting of the League at Ottawa in June, 1912, definite recommendations were made to the League conforming to the plan presented at the Chicago meeting the January preceding, and the League voted to authorize an expenditure not exceeding \$100 for the preparation and printing of a few outlines. The scheme commended itself to certain publishers to such an extent that the League was assured that there would be no financial risk in having these printed, as it seemed reasonably sure there would be a demand for them not only on the part of traveling library systems, but public libraries generally, and the General Federation of Women's Clubs and the various state federations.

These plans would doubtless have been consummated before this, had not the Chairman, Miss Brown, found it necessary to give up her work on account of the condition of her health, thus making it impossible to pursue the matter further, involving as it did many details and careful editorial supervision of the material to be put in print. Your present Acting Chairman consented to carry on the work until the time of this annual meeting, hoping to carry out Miss Brown's plans as to printing a few outlines as a visible result of the long period of investigation by the committee; she regrets that many things have conspired to make this impossible. Hence, this report is made chiefly with the desire of "keeping history straight" up to this point, and transmitting to your next committee a statement of progress up to this time.

This report is made with the firm belief that no more important project is under consideration by the League than this, and that if it is kept clearly in mind that these outlines are to meet a real need of a large class of intelligent, ambitious women of this country who have not college preparation, but are eager students, the outlines will be utilized in a very resultful way.

Before the Chicago meeting in January, 1913, a request was made by this committee for a list of subjects for which study outlines were most in demand by the various state traveling libraries, and a summary of the answers received showed an increasing demand for aids in the study of public questions rather than literary or cultural subjects. Definite statements were made by several library commissions as to the need of outlines on civic improvement for small towns, civics, conservation, household economics, municipal housekeeping, etc.

The plan submitted by Miss Brown as Chairman of this committee as a part of her report at the Ottawa meeting is attached hereto.

Respectfully submitted,

ALICE S. TYLER,  
Acting Chairman,  
M. S. DUDGEON,  
CARL H. MILAM.

#### Plan for Preparation of Study Outlines

##### *Basis*

#### A. One book selected as foundation for Outline.

If a single book suitable for text can not be found, outline to be based on fewest number of books necessary for the purpose.

Text selected to be authoritative, reasonable in price, readable and stimulating.

#### B. Five to ten books as collateral reference.

Selected to cover subject matter in study outline and amplify the text.

Publisher and price given for all books included, for use in purchase.

**Note:** A more extended list of books can easily be prepared by any library where additional material is available.

#### Lessons Should Be Outlined By:

#### C. Question method.

Five to ten definite questions on each lesson.



**D. Or, Topical method.**

Topics assigned under each lesson should be those which present special phases of the general subject.

The two methods may sometimes be satisfactorily combined.

Written papers, if included under either question or topical form of study outline, should be assigned only for subjects which require some degree of original thought; all information to be derived from textbooks and encyclopedias should be covered by the regular lesson for oral discussion.

**Note:**—Number of meetings of study clubs vary. Probably not less than sixteen or more than twenty-six lessons. Many average two meetings per month, October to May.

**Explanatory Notes on the Plan of Preparation of Study Outlines**

A. The use of a few designated books (or a single book) as a basis for common study of the same subject, or closely related topics, provides the means by which the unity and coordination is secured, which is essential for effective and satisfactory results.

Each member may, if she so desires, provide herself at nominal cost, with the source references necessary to cover the essential points contained in the outline.

B. The books for collateral reading should be carefully evaluated and selection based upon their real value in supplementing text, from the standpoint of reliability, readableness and stimulative quality, also that the price shall not be prohibitive of purchase by clubs, local public libraries and duplication by traveling libraries of large number of copies for use in supplying many different clubs.

Any local or traveling library may easily provide additional books for collateral reading whenever the collection permits. It is not, however, deemed advisable to have such extended lists incorporated in the outlines; as a demand could thus be created which could not

be supplied by the small library, and therefore would become a handicap and embarrassment.

C. In outlining lessons by the Question method the questions should be so formulated as to stimulate discussion, not simply to be answered in the affirmative or negative.

The Question method permits a free expression of individual opinions based on personal reading. Such "discussion awakens the keenest interest through the activity of different minds upon the same fact or idea," as each member is expected to prepare herself to answer all questions.

The Question method is indorsed by many educational experts as a desirable method for the conduct of study classes, and has been found to be practical and satisfactory by many study clubs.

D. In outlining lessons by Topical method, care should be taken to include no more topics than can be thoroughly discussed, and such phases of the subject assigned as topics as will amplify the general subject which has been studied in common by all members from text upon which the outline is based.

The reports were accepted, and it was voted that the publication committee be instructed to secure the preparation of study outlines, as suggested in their report.

The Secretary then read her report on the year's work, noting the publication of the 1912 Yearbook of the League, and the preparation by the President of an exhibit for the meeting of the N. E. A.

Following is the financial statement for the year.

Balance on hand, Aug. 1, 1912.....	\$180.08
Received from dues.....	115.00
Received from sale of Handbook and Yearbook .....	28.50

Total .....	\$323.58
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**Expenditures.**

Printing Yearbook and programs...	\$175.25
Stationery and postage.....	36.43
Clerical help and multigraphs.....	26.51

N. E. A. exhibit, supplies and clerical help .....	31.00
Miscellaneous .....	5.26
Total .....	\$274.49
Balance on hand, June 30, 1913.....	\$49.09

Miss Baldwin of Minnesota, suggested that the League send to Miss Tyler, of Iowa, a telegram expressing regret for her withdrawal from active commission work, and appreciation of her services to the

League. It was voted that Miss Baldwin be directed to send such a telegram. The following telegram was sent:

"Congratulations and best wishes from the League of library commissions, with sincere regret that you were absent from this meeting, and the hope that you will consider yourself a life member of the League, to which you have rendered such valuable service."

The meeting then adjourned.

## SPECIAL LIBRARIES ASSOCIATION

### FIRST SESSION

The first session of the Fifth annual conference of the Special Libraries Association was opened in the parlor of the Hotel Kaaterskill, on Tuesday afternoon, June 25, 1913, with the president in the chair.

Mrs. A. W. Von Hohoff of New York, opened the meeting with a paper entitled, "Municipal reference work in New York City." She spoke of the necessity out of which this collection had grown and the lack of ease with which information of this character had been previously obtained. In the short space of time during which this new library has been established over 1,000 people have consulted it, mostly employees of the city. It is serving especially those employees who are studying for civil service examination leading to advancement in the city's work; newspaper men, lawyers and real estate dealers have also found it of value. A short resume of the kind of literature on its shelves was given. This library aims to keep New York City in close touch with the activities and movements of other cities.\*

The second paper on the program was by Mr. N. C. Kingsbury, Vice-President of the American Tel. & Tel. Company, upon "The library—A necessity of modern busi-

ness."† Few people realize, who have had any connection with the library movement, that specialization has come to mean what it has. Almost no one would have supposed that even a large public service corporation was maintaining five distinct library collections, two at least of which are in charge of trained librarians. This paper, suggestive as it was of the increased activity along library lines in the business world, led to interesting questions.

It was followed by a paper by Mr. Andrew L. Bostwick, municipal reference librarian of St. Louis, entitled "Relations between the municipal library and legislators." He emphasized the necessity for bridging the gap between the average librarian and the average city assemblyman, also the potency of personality which should bring about a close and cordial relationship between the library and its readers. He spoke of the light manner in which municipal libraries were often created and the subsequent selection of the librarian. The different kind of legislators as existing in the average city were aptly held before the audience in no unmistakable terms; and finally, the choice of a proper librarian with his necessary qualifications was presented, together with the manner in which the data accumulated

\*For full paper see "Special Libraries," 1913.

†For full paper see Library Journal, Aug., 1913.

within the library should be put into the hands of the legislator.

Dr. W. Dawson Johnston, librarian of Columbia University, presented the next paper entitled, "The relation between special and general libraries."\* "The rise of the special library is undoubtedly due to the limitations of the general library. These have been limitations of location as well as limitations of service. A general library can not in the nature of things be everywhere and even when it is located so as to serve excellently the needs of a special institution, it can not render the service of a collection selected for a specific purpose. There must then be special libraries for special institutions, societies, clubs, and offices.

"The special library, however, has its limitations also. It is in danger of having the disadvantages of a private library without the advantages of a public library. This is so true as to remind one of Charles Lamb's description of pamphlets as books which are no books. In similar manner we are sometimes compelled to look upon special libraries as libraries which are no libraries at all, especially where they are so small and so little used as not to require the services of a librarian.

"There are too many special libraries which are not to be distinguished from general libraries except by their location, too many that are simply inferior general libraries, too many that may simply be described as general libraries gone wrong."

He discussed the policy in the elimination of books in each type of library, the matter of the conditions of transfer from a special library to a general one, the relations between the two in respect to bibliographic service, and in conclusion said: "The special library forms an important auxiliary to the general library and especially to the university library, and more important as subjects of research become more practical in character. The general library, because of its comprehensiveness and size must in the nature of things be

more useful and must in the aggregate be more used. But if a special library is well selected, that is, if only the best and latest books are admitted to its shelves, it must be proportionately more used than the general library and with better results. Some time may be wasted in finding a special library and in gaining admission to it, but little is wasted in it, while in the general library the time wasted in getting books and in reading books which were better left unread is simply appalling."

Following this very interesting discourse, a paper entitled, "The library of the School of Architecture at Harvard University—The treatment of collections relating to landscape architecture, including city planning," by Miss Theodora Kimball, librarian of this library, was read by title in the absence of the author.\*

Miss Helen R. Hosmer, of the General Electric Company, Schenectady, N. Y., presented the last paper of the afternoon, entitled "The library of the research laboratory, General Electric Company."

"Research expects rebuffs, expects to accept a small advance instead of a revolution, expects to make mistakes, and frequently to fail, but intends to let no lesson go unheeded, and to learn from every stumble.

"Inasmuch as every special library comes into very close contact with those it serves, it is not strange the research library partakes of the same nature that pervades the research laboratory. It too is, in this case particularly, a field for experiment.

"The object in view is of course to render as readily available as possible all the information contained in the library on subjects of present or possible future interest to the laboratory staff.

"The main sources of this information are two: first, the scientific and technical literature, consisting of books, periodicals, pamphlets and special publications, clippings, and abstracts from the technical literature, compiled by the publication depart-

\*For full report see "Special Libraries," 1918.

\*A reprint can be obtained from the Secretary of the "Spec. Lib. Assn."  
(1) See forthcoming issue of "Special Libraries."

ment of the company, and second the reports from the various laboratories of the company."

The handling of the different classes of material in this library is minutely described and covers several unique features, both in the kinds of material handled and in the methods used. In concluding, she said: "We are attempting to build up a system requiring the minimum amount of work for maintenance, sufficiently simple to appeal to the most hurried research mind, flexible enough to admit of continued improvement without demolition, and yet adequate to the varied needs of practical scientific investigation."

Mr. R. R. Bowker, of the Library Journal, added some very interesting thoughts along the general trend of the meeting drawn from his many years of experience in library and commercial fields, which were much appreciated by all those present.

## SECOND SESSION

The second session of the Association was called to order in the Ladies' Parlor at 3 p. m., June 26th, by the president.

A few general introductory remarks were made by the president regarding the purpose of this session which hinged chiefly about the question of handling clippings.

Honorable Robert Luce in a very carefully prepared address then discussed, under the title, "The clipping bureau and the library," the internal working of the clipping bureau which bears his name. Probably few librarians have realized the enormous volume of detail handled by the large clipping bureau in the course of a day's work. Mr. Luce in his paper has carefully brought home that fact and urged that many users of material from clipping bureaus, and among them librarians, had never learned how to correctly judge results of clipping-bureau service. This judgment should be used upon the mass result rather than upon detail. An interesting description of the method of caring for a collection of 20,000 or more articles of his

own proved an important part of the paper. A discussion of the "scrap book" and its function in the library was also handled. An earnest plea was made for co-operation on the part of the librarians ordering material from the clipping bureau. The employment of the clipping bureau is a step in the line of efficiency. "No man accustomed to business methods can fail to be struck with the waste therein due to the employment of high-grade minds on low-grade work. When some part of the working time of a public servant possessing intellectual acumen is put into manual labor that can be as well performed by a youth without special training, there is economic loss. When your subordinates handle the scissors and the pastebrush, you are paying them for work that can more quickly and much more cheaply be done in our cutting rooms."

A significant question by Mr. Bowker brought out the following facts: "After the reader marks the newspaper it goes to the cutter. There is very seldom any loss there. Occasionally an item is slashed or overlooked, and when the clippings have been cut and pasted they go to the sorter, whose duty it is to sort them by groups. We have the clippings divided into 128 classifications. We allow each customer one of those classifications." Mr. Luce answered many other questions raised by different speakers.\*

Following Mr. Luce's paper, Mr. Jesse Cunningham, librarian of the School of Mines and Metallurgy, Rolla, Missouri, reported as the Chairman of the clipping committee his investigation of the use and methods of handling and filing newspaper clippings. A very careful digest of a questionnaire sent to over thirty selected libraries, discussed the matters of obtaining clippings by these various libraries, the arrangement of the material for clipping, the service rendered by the clipping bureaus, classification and methods of filing, as well as the indexing and eliminating of dead material, closing the report with a discussion of the use and value of clip-

\*See full discussion in "Special Libraries."

pings, their disadvantages, the purchasing of clippings on special subjects and the several conclusions arrived at by the committee. A most excellent report was rendered. The committee was continued and requested to extend its inquiries along the lines indicated.

In the absence of Dr. J. Franklin Crowell of the Wall Street Journal, his paper upon the "Clipping methods of the Wall Street Journal library" was read by title.

Mr. H. W. Wilson of Minneapolis, followed with a paper entitled, "Problems of printed indexes in special fields."

"The need for printed indexes in special fields has been made manifest by the thousands of fugitive scraps of indexes that libraries here and there spend their time and energy in producing for temporary use.

"First steps toward printed indexes are both fragmentary and inadequate. It seems to be time to take the next step in the development of index-making, a step which involves concentration of scattered ideas—a step which should be successful because it means comprehensiveness, thoroughness, uniformity, economy and efficiency.

"The special fields of literature in which printed indexes are most likely to succeed are thought to be as follows, in about the order mentioned: Industrial arts, agriculture, education, social problems.

"It will scarcely be necessary to defend here the alphabetical index as opposed to the classified arrangement. While a classified list of articles has its value in informing specialists what has been published in their respective fields in one particular month, or year, it is almost useless as a book of ready reference in a library—useless even to the technically trained, exasperating to the layman.

"In a classed list the responsibility for finding an article rests with the searcher."

The great difficulty caused by unsatisfactory nomenclature especially in rapidly-growing new technical fields, was dwelt upon at some length. In conclusion, he

said, "At least one new field should be opened up each year."

In the general discussion which followed, the questions of paper for clipping mounts, adhesives, and preservatives, were touched upon.

### THIRD SESSION

The third session of the Association was held on Thursday evening, June 27, 1913, opening with the president in the chair and about thirty persons present.

Mr. Samuel H. Ranck of Grand Rapids, reported as Chairman of the municipal yearbook committee.<sup>1</sup>

In the absence of Mr. H. H. B. Meyer, his paper entitled, "The division of bibliography of the Library of Congress as a clearing house for bibliographical information," was read by Mr. Bruncken of the same library.

"I am planning, in the interval before the next meetings of the state legislature, to prepare a list of the subjects which have been investigated by the several state libraries or state legislative reference bureaus." This will enable the division of bibliography to inform an inquiring librarian what states have taken up any question his own state legislature might be interested in. Several fixed forms of cards for doing this work in order to eliminate extensive correspondence are shown.<sup>2</sup>

Miss Marie F. Lindholm presented a paper entitled "A review of the chief sources of special library collections."<sup>3</sup>

While the author has been for some time connected with a prominent public service commission, the very careful and painstaking enumeration of sources of material can but prove of unusual value to almost any special library in the country. Under thirteen main headings the paper treated of a general reference foundation, reference sources of particular value to public service commission or corporation libraries, chief reference sources for a financial li-

<sup>1</sup>Report on file with Sec'y of S. L. A.

<sup>2</sup>For paper in full see forthcoming "Special Libraries."

<sup>3</sup>For special reprint address Public Service Commission Library of New York, or the Secretary's office.

brary, those for a municipal reference library, current books and special reports, periodicals, government and state reports, society publications, company and trade publications, legislation, legal decisions and briefs, manuscripts, original records, blueprints, maps, etc., and finally co-operation in special library work. Should one about to form a library of almost any character have before him this paper he would without serious effort gather about himself, without other help, a splendid foundation upon which to build his immediate specialty. Much complementary discussion followed.

Following this the report of the Secretary-Treasurer discussed the widening aspects of the Association, the growth of its membership, both in numbers and in distribution, the financial condition of the society, the large number of inquiries which had been received by the secretary's office,

indicating the spread of the special library idea, the methods for advertising the Association and its activities which are of interest to the members, the results obtained in the past year through the Responsibility Districts established at the beginning of Mr. Handy's administration, the value and possibilities of the employment exchange operated through the secretary's office, and the contemplated brochure advocated by the Executive Board for placing before interested parties the important facts, such as the Association's growth, scope, purpose, constitution, membership, committees, printed literature available, etc.

After receiving the report of the Executive Board and accepting the same in toto and transacting such other business matters as remained, electing new officers, etc., the meeting adjourned *sine die*.

GUY E. MARION,  
Secretary.

## POST-CONFERENCE TRIP

Saturday noon, June 28, the post conference party left Hotel Kaaterskill with feelings of mingled pleasure and regret. The conference week with its happy reunion of old friends was past, and the prospect of a week of travel with its unknown possibilities of sight seeing and impromptu library conferences banished the depression that follows the breaking up of a happy party. Vexing details, as paying unusually large hotel bills, arguing with the drivers about double payment of bus fares and exorbitant tipping of porters to insure prompt delivery of trunks at the station, were soon forgotten. For a week we were to be care-free, shifting all responsibility and planning to our genial conductors, Mr. F. W. Faxon and Mr. C. H. Brown. Even trunks were forgotten, not only by the party, but by the railroad people until the casual inquiry of one of the party brought them to light and started them again on their journey.

The rapid descent by the Otis Elevating Railway with the accompanying ringing

sensations in the ears made us realize the great height at which we had lived the past week. We soon found ourselves in the heavier, warmer air of the sea level speeding towards Albany through the fertile farms of the Hudson Valley. We caught occasional glimpses of the Hudson, bearing on its sluggish tide the graceful, white-sailed, pleasure crafts and the clumsy, but vitally freighted, canal barges.

Comfortable quarters in Albany were found at the Hotel Ten Eyck, and the party spent the evening at the new Education Building visiting the new State library and library school. The building is considered one of the most beautiful in the world. It is certainly very beautiful when considered alone, but it is a pity that it could not have had a larger site and more advantageous setting. The general plan of the building with its magnificent distances gives a corridor appearance to all the library rooms except the reference room, which is superb in its general effect and equipment. The lighting scheme of this

room, which is both direct and indirect, is very effective. The absence of mural decoration is a marked feature, and the room in all its appointments is obviously set apart for serious study and work. The individual desks, which were planned by the librarian, attract immediate attention, as they are admirably arranged to give good light, convenience, and privacy to the student.

The new library school with its splendid outfit was of great interest to former students in the party who remembered the cramped and migratory quarters in the old school. Every feature that experience had suggested and foresight could devise seemed to be there to aid and inspire the student. The older students noticed with pleasure the portraits of Mr. Dewey and Mrs. Fairchild which adorned the walls of the main class room. Miss Woodworth had prepared a temporary exhibition of class photographs which aroused pleasing memories. The interest was divided between gratification at the growth in strength of character and success of the earlier classes and mirth at their costumes. A permanent exhibition which is the special pride of Miss Woodworth is the collection of work by the school alumni. This contains library reports, bulletins, and lists prepared in whole or in part by former students. There are also many books along historical and literary lines, photographs of libraries planned or remodeled by library school graduates, and photographs of the former students. This collection was most interesting in its tangible evidence of the success of the students. Miss Woodworth wants to make this collection as nearly complete as possible and a credit to the school. All former students are urged to send her a set of all their work, either printed or typewritten, and photographs of their libraries and of themselves, both when they were students and as they are now. All material sent to the school before the fire was burned.

On the next day, Sunday, all departments of the library were open to the visiting librarians and all went a second time

to see by daylight the splendid rooms, so admirably equipped and planned to give quick and efficient service to the reader. All left the library with a feeling of admiration for the knowledge, skill, and executive ability of those who had created from nothing in less than two years one of the great world libraries.

On Monday morning at an early hour we were hurried to the train to secure seats in the dining-car. Our English friend was aghast at this American custom of "first come, first served" so early in the morning, and we had to admit that in this case a previous booking of seats would have been more comfortable. We had the unexpected comfort, however, in this case, of early breakfast in a stationary dining-car. Our route that morning was through the Mohawk Valley along the Erie Canal with its placid mode of travel. Glimpses of the foothills of the Adirondacks broke up the monotony of the journey through this level country and gave us hints of the mountain scenery to come. The name "Adirondacks" suggested the rough, mountain wilderness and we were eager to reach it. At Utica we turned north and soon began to climb. The country became wilder and occasional log houses suggested pioneering. At Fulton Chain station we left the main line of the Adirondack division of the New York Central and in a short time our special car, which was now rather hot and dusty, was deserted at Old Forge for the little steamer on the First Lake of the Fulton Chain. We were in the wilderness at last and enjoyed to the utmost the few hours' ride through this chain of beautiful lakes. Hills and mountains were on all sides clothed with the forests in all their glory of early summer greenery. There were few signs of civilization and we felt as remote from our daily tasks of doing good to others as the most reprobate could desire.

Early in the afternoon we reached Eagle Bay Hotel at the head of Fourth Lake, our headquarters for several days. Our long delayed dinner was most welcome, as glorious air and scenery somehow fail to sat-

isfy all physical needs. That afternoon, while exploring the shore of the lake, we made our acquaintance with the Adirondack open camp, or "lean-to", lined with balsam boughs on which to sit or lie in the evening and spin yarns while the camp-fire blazes in front. We all wanted to try the game and those who had cameras took appropriate pictures. We must have come at the wrong time of the year, however, for, alas for the romance of an Adirondack lodge, no one seemed to care to brave the attacks of the mosquitos and flies which filled the woods about sundown. All sought the refuge of the hotel piazza enveloped in a stifling smudge from burning green hay or retired early to well screened bedrooms to catch up on the lost sleep question.

Tuesday morning we started for Blue Mountain Lake over the Raquette Lake Railroad. Until within a few years this country was an almost unbroken wilderness and the road even now runs through the heavy woods in a clearing so narrow that the trees shade the train and the full effect of the forest can be enjoyed. The trip through Raquette Lake, the "queen of the Adirondacks" which owes its name to its very irregular outline, gave many opportunities for those with cameras to get fine pictures. From Raquette Lake there was a short trip along Marion River winding through a stretch of forest famed for deer hunting. Then came a portage to Utowana Lake of about a mile by a primitive train of discarded Brooklyn open horse-cars drawn by a diminutive locomotive over a creaking railroad.

Our English friend was much interested in the fauna of the Adirondacks and we hoped at this point we could show him at least one bear. Perhaps the Adirondack bears like those in the Yellowstone are shy early in the summer visitor season, for we did not get a glimpse of one of them. The only fauna we saw aside from the birds were chipmunks, red squirrels, one woodchuck, and two rabbits. In Eagle Lake we passed the famous old eagle's nest and some of the ladies were in rap-

tures over the herons which they thought were eagles. We passed beavers' houses, which we admired on faith, since no one had ever seen beavers working on them. On Blue Mountain Lake even the most self-contained became enthusiastic over its beauties. From its charm of outline, its wooded and rocky islands, its purity and loveliness, it well deserves its claim as the pearl of all the wilderness waters. It claims with Lake Placid to be the loveliest lake in the eastern states. Across the lake is Blue Mountain with its blue dome rising to a height of 4,000 feet. Its forest clad side slopes directly to the water's edge inviting the mountain climbers to try their mettle. We left the steamer here and were carried by automobile about a mile up one of the hills to the Blue Mountain House where we had a glorious view of the lake. It seemed a pity to waste time on dinner, but we did and found it most delectable. Although the thermometer stood in the nineties, four of the men, our English friend among them, climbed Blue Mountain. The less strenuous rested and enjoyed the view and the beauties of a wonderful garden nearby in the woods. The return trip to Eagle Bay made in the cool of afternoon and evening was enjoyed perhaps even more than the morning trip.

We were beguiled on this excursion as on others by frequent comparisons between English and American customs and scenery. This added much to our enjoyment and knowledge because we could look at things from two points of view. One observation which struck us as novel was that the English mountains were better than the American because they were usually treeless. Aside from the economic axiom according to which this is a fault, we considered this position untenable, as we thought the barren, dead, English mountains we had seen would be much more beautiful if clothed with living green. However, when we were told that it was more enjoyable climbing English mountains because there were no underbrush and trees to impede one and shut



out the view and the breeze, we agreed it all depended on the point of view and the weather.

The next morning, Wednesday, after a swim in the lake, some climbed Eagle Mountain just back of the hotel. This was an easy climb and from the "shelter" at the top there was a fine view of the lake. This beautiful lake region is still wild and primitive, there are few pretentious camps or hotels and it is not generally known. More should visit this country to enjoy its beauty before it becomes the resort of wealth and fashion. At noon we left this beautiful spot and, with many regrets, parted with Mr. Brown, our efficient guide to this region. We went on by train by way of Carter and Saranac Inn Station to the Lake Placid Club, our headquarters for the next four days. A delay in train connections at Saranac gave us a chance to ride about this famous resort where Stevenson once spent a winter in search of health. One of the interesting sights was an imitation Alaskan camp with log huts and Esquimaux dogs for the use of a moving picture making company, when showing scenes in the wild northwest. The imitation of the northwest was so good that it took considerable mental effort to realize we were still in the Empire State with civilized life all about us.

So many good things had been planned for us at Lake Placid, that we were often at a loss what to choose. We usually tried to do everything. The first evening Mr. Dewey welcomed us and the other librarians, who had gone directly to the Lake Placid Club from the Catskills, with a good supper in a special dining room where we could all eat together. He then outlined the plan of entertainment during our stay, delegating his son, Godfrey, to carry out details and attend to our comfort and well-being. To these three, Mr. Melvil Dewey, Miss Katharine L. Sharp, and Mr. Godfrey Dewey, the party is most grateful for the welcome they received and the good time they enjoyed. The Lake Placid holiday will be long remembered with de-

light by those fortunate enough to enjoy it.

The entertainment included automobile tours on several days to the famous places in the Adirondacks, covering a territory that would take several weeks to explore in the ordinary way. When we left Lake Placid we felt we ought to suffer from a case of Adirondack travel indigestion.

Thursday morning two parties were ready to start at 6:30 in the Stanley steamers driven by Mr. Godfrey Dewey and Mr. Hubert Stevens for an all day trip of about 110 miles. It was a glorious day and the early morning ride in the cool, bracing air made us forget every care and worry. We followed the West Branch of the Ausable River, with the road crossing it many times and often winding beside it on narrow ledges with the mountains towering above us where we could get the proper thrills of danger. We all felt confidence in our chauffeurs and enjoyed equally the swift runs on the level state roads, the racing up the steep mountain roads and the swift plunges into the valleys. We stopped for a moment at the beautiful Wilmington High Falls and then sped on to Ausable Chasm. We explored the Chasm and made the trip by boat through the gorge. This seemed a bit perilous and, although assured there had never been an accident, we took our places in the boat with an uneasy feeling. The ride on the swift, deep river in this wonderful cleft in the mountain was, however, all too short. We would have lingered to enjoy the wonders and beauty of the gorge festooned with vines and banked with ferns which found a congenial home in its limestone walls, but there was a long journey ahead. We climbed the walls of the Chasm to our waiting automobiles and were soon speeding south, with Lake Champlain on our left and the Bouquet River for company along our road. Occasional stops were made to take on water, sometimes from the hose at a friendly hotel, sometimes from a brook, and once from the stock drinking-trough at a farm house where the agitated farmer's wife

was fearful that our great machine was going to pump the trough dry. At Westport Inn we joined the other party, and had a rest on the cool piazza and a good dinner. In the afternoon we ran west through Elizabethtown to the mountains again, stopping for a moment to cheer our friends in the other car who had punctured a tire. Our turn to stop for repairs came soon, when our friends extended their advice and sympathetic aid and passed on. In a few miles more we began to climb a narrow mountain road which seemed impassable in places, and were enjoying the wild scenery when another tire puncture held us up in a lonely place, remote from the telephone. A family touring party in another automobile stopped to offer aid, but they could not help us. The women in that party inquired if there were wild animals thereabouts and, when assured that there were lynxes, bears and other fearsome beasts in the woods, they besought their men folks to hasten on before the dark should overtake them. For a number of miles we crept along in a crippled condition to St. Hubert's Inn, where we waited several hours till a new tire could be sent from home. The rest of the trip was largely after dark over rough, narrow, precipitous roads along the Cascade Lakes where we had our fill of the spice of danger of mountain night travel. We reached home too late to attend the council fire at Iroquois Lodge.

Friday, July Fourth, was celebrated by the absence of fire-crackers and fire-works and other nerve racking and dangerous devices. Instead, a competitive prize fire drill by the Club fire department was held. Guests could thus see how secure against harm from fire life and property are at the Club. Under Miss Sharp's guidance, a tour of the Club property was made in the afternoon, and we saw how the comfort and well-being of the guests were cared for in the various departments, such as the laundry and the kitchens. Informal tea was served at Miss Sharp's cottage, The Larches, where Mrs. Frederick M. Crunden assisted Miss Sharp in dispensing

good cheer. That evening the party enjoyed an informal banquet, with Mr. Dewey, Miss Sharp, and other resident members of the A. L. A. present. Just as the dinner closed, the bonfire on the lake was started and the beautiful and unusual spectacle was enjoyed of viewing the fire through a curtain of water from one of the powerful fire hydrants.

On Saturday several short automobile rides were taken in the morning, including one to the home and grave of John Brown, of Ossawatimie, now the property of the State. In the afternoon the party was taken by launch to Moose Island in Lake Placid and had a picnic lunch before a camp fire in a typical Adirondack shelter fragrant with fir balsam boughs. On the ride home mist and rain lent mystery to the beauties of the lake, and just before the trip ended double rainbows proclaimed the end of the storm and a fair day for the morrow. That night a delightful dinner was given the party at Iroquois Lodge which was graced by the presence of Mrs. Dewey. A charming feature of the dinner was the arrangement of lighting wholly by candles in rustic candlesticks of white birch, some of which were used to light our way home through the woods, and treasured afterwards as souvenirs. After dinner the company assembled in the council chamber and listened to a graphic story by Mr. Dewey of the origin and growth of the Lake Placid Club. Originally planned to afford an inexpensive, sane, healthful vacation for educational and literary workers, including librarians, it had surpassed all expectations in its success and growth. Before the party broke up the thanks and appreciation of all for the good time enjoyed at Lake Placid as Mr. Dewey's guests were voiced by Mr. Hill, Mr. Thwaites, and Miss Ahern. Mr. Jast brought a message of appreciation from over seas where, he said, Dewey is a household word in the library world. All spoke in a reminiscent vein and expressed the hope that Mr. Dewey might again take active part in library work.

A small party climbed Whiteface that

day and had a rather rough experience, particularly on the descent owing to the heavy rain.

On Sunday automobiles carried the party through Saranac to beautiful Loon Lake, one of the famous, old-time Adirondack resorts, where we stopped for a few minutes, and then went on to Paul Smith's on lower St. Regis Lake, perhaps the oldest and best known Adirondack hotel. Here, as at the Westport Inn, we were guests of the proprietor at a fine dinner. The hotel also arranged a boat trip for us through the Lower St. Regis, Spitfire, and Upper St. Regis Lakes where we saw some of the finest of the Adirondack camps. On our way home we visited two famous sanitariums for the cure of tuberculosis, the state institution at Ray Brook and Trudeau's Sanitarium, a private, endowed hospital. On this trip no breakdowns marred the pleasure, and, aside from a little delay in starting owing to the agitation of a timid lady from Chicago who found herself alone on a rear seat with two mild men, all events

came off as scheduled. It might be noted in passing that on all the automobile trips there were at least two and sometimes three men in each car, a marked advance as compared with the famous White Mountain coaching trip with one man to a coach.

This day, which was perfect in its sunshine and cool, bracing air, was the climax of the trip. With keen regret we gathered to bid good-bye to our hosts at Mrs. Dewey's afternoon tea. This Post Conference will long be remembered as one of the best of them all.

The party broke up that night. A few stayed on for a rest at Lake Placid and the others took their ways homeward. Some journeyed down Lake Champlain and Lake George, and one stopped at Saratoga to be lost in wonder at the huge hotels where all the A. L. A. might easily be housed in comfort and elegance should that body ever meet there.

JOHN G. MOULTON.

## ATTENDANCE SUMMARIES

By Position and Sex			
	Men	Women	Total
Trustees .....	4	4	8
Library Commissions representatives and organizers .....	8	15	23
Chief librarians .....	109	160	269
Assistants .....	65	310	375
Library schools instructors .....	2	21	23
Editors .....	3	4	7
Commercial Agents .....	27	1	28
Others .....	25	134	159
<b>Total .....</b>	<b>243</b>	<b>649</b>	<b>892</b>

By Geographical Sections	
6 of the 6 New England States sent..	150
5 " 5 North Atlantic States and District of Columbia sent..	462
5 " 6 South-eastern States " ..	14
7 " 8 North Central States " ..	208
3 " 6 South Central States " ..	14
9 " 14 Western States.....	17
3 " 3 Pacific States.....	13
Canadian Provinces.. " ..	11
England .....	1
Germany .....	1
Norway .....	1
<b>Total .....</b>	<b>892</b>

By States	
Alabama .....	1
Arizona .....	1
California .....	4
Colorado .....	1
Connecticut .....	33
Delaware .....	1
Dist. of Columbia .....	26
Florida .....	1
Georgia .....	10
Idaho .....	1
Illinois .....	67
Indiana .....	11
Iowa .....	13
Kansas .....	1
Kentucky .....	12
Maine .....	4
Maryland .....	10
Massachusetts ..	82

Michigan .....	31
Minnesota .....	11
Missouri .....	18
Nebraska .....	3
New Hampshire. ..	7
New Jersey ....	47
New York .....	316
North Carolina ..	1
North Dakota ...	1
Ohio .....	41
Oklahoma .....	2
Oregon .....	2
Pennsylvania ...	59
Rhode Island ....	13
South Dakota ...	1
Tennessee .....	1
Texas .....	6
Vermont .....	11
Virginia .....	2
Washington .....	7
Wisconsin .....	16

Foreign Countries	
Canada .....	14
England .....	1
Germany .....	1
Norway .....	1
<b>Total .....</b>	<b>892</b>

By Libraries	
Libraries having five or more representatives:	
Brooklyn Public L. ....	27
Chicago Public L. ....	26
Cincinnati Public L. ....	5
Cleveland Public L. ....	13
Detroit Public L. ....	5
Grand Rapids Public L. ....	7
Library of Congress .....	9
Louisville Free Public L. ....	8
New York Public L. ....	49
New York State L. ....	19
New York State L. School .....	25
Newark Free Public L. ....	7
Queens Borough Public L. ....	5
Philadelphia Free L. ....	10
Pittsburgh Carnegie L. ....	5
St. Louis Public L. ....	5
Yale University L. ....	8

Note: Those who participated in post-conference trip only are not counted in above statistics.

## ATTENDANCE REGISTER

\*Prefixed to a name indicates participation in post-conference trip in the Adirondacks.

\*\*Prefixed to a name indicates that the person went directly from the Catskills to Lake Placid.

†Indicates went as far as Eagle Bay only.

Abbreviations: F., Free; P., Public; L., Library; ln., Librarian; asst., Assistant; trus., Trustee; ref., Reference; catlgr., Cataloger; Br., Branch; sch., School.

- Abbott, Alvaretta P., ln. P. L., Atlantic City, N. J.  
 Abbott, Mabel L., asst. Wellesley Coll. L., Wellesley, Mass.  
 Acker, Margaret, ln. P. L., Ossining, N. Y.  
 Ackerly, Belle, Poughkeepsie, N. Y.  
 Adams, Benjamin, chief circ. dept. P. L., N. Y. City.  
 Adams, Leta E., head catlgr. P. L., Rochester, N. Y.  
 \*\*Ahern, Mary E., editor "Public Libraries," Chicago, Ill.  
 Allen, Dr. Wm. H., director Bureau Municipal Research, New York City.  
 Allin, Eugenia, organizer Ill. L. Ext. Com., Decatur, Ill.  
 Anderson, Adah M., asst. ln. Humboldt Br. P. L., Chicago, Ill.  
 Anderson, E. H., director P. L., New York City.  
 Anderson, Mrs. E. H., N. Y. City.  
 Anderson, John R., bookseller, New York City.  
 Andrew, Mrs. Kate D., ln. Steele Memorial L., Elmira, N. Y.  
 \*Andrews, C. W., ln. The John Crerar L., Chicago, Ill.  
 Andrus, Gertrude E., supt. child. dept. P. L., Seattle, Wash.  
 Annis, Mrs. Newton, Detroit, Mich.  
 Appleton, Helena D., secretary P. L., East Orange, N. J.  
 Armstrong, Mary E., asst. catlgr. P. L., Brooklyn, N. Y.  
 Arnold, Lillian B., ln. Carnegie Stout P. L., Dubuque, Ia.  
 Askew, Sarah B., organizer N. J. P. L. Com., Trenton, N. J.  
 Avery, John M., ref. ln. State L., Montpelier, Vt.  
 Ayer, T. P., supervisor of binding Columbia Univ. L., New York City.  
 Babbitt, Grace E., ref. ln. P. L., Washington, D. C.  
 Bacon, Corinne, ln. Drexel Inst. L., and dir. L. Sch., Philadelphia, Pa.  
 Baer, Harriet I., br. ln. P. L., Chicago, Ill.  
 Bailey, A. L., ln. Wilmington Inst. F. L., Wilmington, Del.  
 Bailey, C. H., Buffalo, N. Y.  
 Bailey, L. J., ln. P. L., Gary, Ind.  
 Bailey, T. D., Library Bureau, N. Y. City.  
 Bailey, Mrs. T. D., N. Y. City.  
 Baker, Julia A., ln. Austin Br. P. L., Chicago, Ill.  
 Baldwin, Bessie L., asst. P. L., N. Y. City.  
 Baldwin, Clara F., sec'y Minn. P. L. Com., St. Paul, Minn.  
 Baldwin, E. L., asst. P. L., N. Y. City.  
 Baldwin, Emma V., sec'y to ln. P. L., Brooklyn, N. Y.  
 Ball, Fanny D., ln. Central High Sch. L., Grand Rapids, Mich.  
 Ball, Sarah B., ln. Business Br., F. P. L., Newark, N. J.  
 Banks, Mary, ln. P. Service L. of N. J., Newark, N. J.  
 Barber, Clara V., asst. L. of Congress, Washington, D. C.  
 Barickman, Mrs. Rena M., ln. P. L., Joliet, Ill.  
 Barker, E. Elizabeth, ln. Y. M. A. L., Albany, N. Y.  
 Barker, Tommie D., head ref. dept. Carnegie L., Atlanta, Ga.  
 Bartlett, S. R., ln. Lockwood, Green & Co., Boston, Mass.  
 \*\*Bascom, Elva L., Wis. F. L. Com., Madison, Wis.  
 Bastin, Dorothy, asst. P. L., Chicago, Ill.  
 Bates, Helen C., chief order dept. P. L., Detroit, Mich.  
 Bayer, Bertha, 2558 Fulton St., Toledo, O.  
 Becker, Emily F., ln. P. L., Catskill, N. Y.  
 Belden, C. F. D., ln. State L., Boston, Mass.

- Belding, Mrs. Ellinor F., child. in. Adriaance Mem. L., Poughkeepsie, N. Y.
- Bell, Bernice, head child. dept. F. P. L., Louisville, Ky.
- Bell, Madelene M., senior asst. child. dept. F. P. L., Worcester, Mass.
- Bell, Mary B., Louisville, Ky.
- Benham, Mrs. Margaret E., asst. in. P. L., Niagara Falls, N. Y.
- Bennett, C. W., Bigelow Binder Co., N. Y. City.
- Bennett, Mrs. M. M., Brooklyn, N. Y.
- Betteridge, Grace L., head Trav. L. Sect. State L., Albany, N. Y.
- Bigelow, F. B., in. N. Y. Society L., N. Y. City.
- Bishop, W. W., supt. of Reading Room, L. of Congress, Washington, D. C.
- Blackford, Benjamin, supt. of supplies P. L., Brooklyn, N. Y.
- Blackwelder, Paul, asst. in. P. L., St. Louis, Mo.
- Blair, Mellicent F., asst. catlgr. P. L., Brooklyn, N. Y.
- Blake, Mrs. Elveretta S., Lagrange, Me.
- Blakely, Bertha E., in. Mt. Holyoke Coll. L., So. Hadley, Mass.
- Blanchard, Alice, Montpelier, Vt.
- Bliss, H. E., in. Coll. of City of New York, N. Y. City.
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- Blumberg, Theresa, br. in. Tremont Br. P. L., N. Y. City.
- \*Blunt, Florence T., asst. P. L., Haverhill, Mass.
- Bogle, Sarah C. N., director Training Sch. for Child. Lns., Carnegie L., Pittsburgh, Pa.
- Booth, Mary J., in. Eastern Ill. State Normal Sch., Charleston, Ill.
- Borden, Fanny, ref. in. Vassar Coll. L., Poughkeepsie, N. Y.
- Bostwick, A. E., in. P. L., St. Louis, Mo.
- Bostwick, A. L., municipal ref. in. P. L., St. Louis, Mo.
- Bowen, Mrs. Enrica H., stud. N. Y. P. L. Sch., N. Y. City.
- Bowerman, George F., in. P. L., Washington, D. C.
- Bowker, R. R., editor "Library Journal," N. Y. City.
- Bowker, Mrs. R. R., Glendale, Stockbridge, Mass.
- Bowman, Ethel M., Plainfield, N. J.
- Bowman, Florence M., in. P. L., Plainfield, N. J.
- Bowne, Carolyn A., asst. in. P. L., Perth Amboy, N. J.
- Brainerd, Jessie F., in. P. L., New Rochelle, N. Y.
- Bredin, Edith, asst. in. Hiram Kelly Br. P. L., Chicago, Ill.
- Brett, Clara A., asst. in. P. L., Brockton, Mass.
- Brewitt, Mrs. Theodora R., in. State Normal Sch. L., Lewiston, Idaho.
- Brigham, Gwendolyn, asst. A. L. A. Headquarters Office, Chicago, Ill.
- Brigham, Herbert O., in. R. I. State L., Providence, R. I.
- Brigham, Johnson, in. State L., Des Moines, Ia.
- Brigham, Mrs. Johnson, Des Moines, Ia.
- Brigham, Miss, Des Moines, Ia.
- Britton, Jasmine, child. in. P. L., Spokane, Wash.
- \*\*Brooks, Maud D., in. P. L., Olean, N. Y.
- †Brown, Charles H., asst. in. P. L., Brooklyn, N. Y.
- Brown, Mrs. C. H., Brooklyn, N. Y.
- Brown, D. C., in. State L., Indianapolis, Ind.
- Brown, Gwendolen, br. in. P. L., Brooklyn, N. Y.
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- Brown, Walter L., in. P. L., Buffalo, N. Y.
- Brown, Zaidee M., agent F. P. L. Com., Boston, Mass.
- Browning, Eliza G., in. P. L., Indianapolis, Ind.
- Bruncken, Ernest, asst. reg. of copyrights L. of Congress, Washington, D. C.
- Brundage, Nellie M., child. in. P. L., Brooklyn, N. Y.
- Bucher, Mrs. Paul (Ethel A. Sherwood), order asst. N. Y. State L., Albany, N. Y.
- Bucknam, Edith P., chief cat. dept. P. L., Jamaica, L. I.

- Budlong, Mrs. Minnie C., sec'y N. D. P. L. Com., Bismarck, N. D.
- Burnett, Marguerite, Brooklyn, N. Y.
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- Burnite, Caroline, director child. work P. L., Cleveland, O.
- Burns, Anna, in. in charge central circulation P. L., N. Y. City.
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- Cargill, J. V., asst. in. P. L., Milwaukee, Wis.
- Cargill, Mrs. J. V., Milwaukee, Wis.
- Carlton, W. N. C., in. Newberry L., Chicago, Ill.
- Carr, Henry J., in. P. L., Scranton, Pa.
- Carr, Mrs. Henry J., Scranton, Pa.
- Carroll, May I., asst. P. L., Chicago, Ill.
- Carson, W. O., in. P. L., London, Ont.
- Carter, Julia, in. child. br. P. L., Cleveland, O.
- Carter, S. J., ref. in. P. L., Milwaukee, Wis.
- Caswell, Edward A., N. Y. City.
- Chamberlain, C. A., Edison Electric Co. L., Boston, Mass.
- Chamberlayne, Ellen F., asst. P. L., Binghams, N. Y.
- Chamberlin, Edith J., Bradford, Vt.
- Chase, Jessie C., supt. Br. Libs. P. L., Detroit, Mich.
- Chase, Kate B., br. in. Cornell Square Br. P. L., Chicago, Ill.
- Chase, Mrs. Mildred H., br. in. F. L., Newton, Mass.
- Cheney, Lucy, in. F. L., Rutland, Vt.
- Chivers, Cedric, bookbinder, Brooklyn, N. Y.
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- Christman, Jennie L., catlgr. State L., Albany, N. Y.
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- Clark, Elizabeth V., in. Carnegie F. L., Connellyville, Pa.
- Clark, Mrs. George E., Skaneateles, N. Y.
- Clark, Mabel, stud. N. Y. State L. Sch., Albany, N. Y.
- Clark, S. M., asst. Richards L., Warrensburg, N. Y.
- Clarke, Edith E., instr. Syracuse Univ. L. Sch., Syracuse, N. Y.
- Clarke, Elizabeth P., in. Seymour L., Auburn, N. Y.
- Clatworthy, Linda M., in. P. L. and Museum, Dayton, O.
- Clement, Edith M., asst. Trav. L., N. Y. State L., Albany, N. Y.
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- Cook, O. S., trus. F. P. L., New Bedford, Mass.
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- Craver, H. W., in. Carnegie L., Pittsburgh, Pa.
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- Cunningham, Jesse, in. Mo. Sch. of Mines, Rolla, Mo.
- Curtis, Florence R., instr. Univ. of Ill. L. Sch., Urbana, Ill.
- Custer, Florence B., Philadelphia, Pa.
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- Cutter, Mrs. William P., N. Y. City.
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- Darby, M. Claire, in. Accountancy Ref. L., Ernst & Ernst, Cleveland, O.
- Darrow, Helen W., asst. in. Skidmore Sch., Saratoga Springs, N. Y.
- Dauchy, C. A., asst. in. Adriance Mem. L., Poughkeepsie, N. Y.
- Davis, Georgia S., statistician P. L., Grand Rapids, Mich.
- Davis, Mary G., child. in. P. L., N. Y. City.
- Davis, Mary L., in. P. L., Troy, N. Y.
- Davis, O. S., in. P. L., Laconia, N. H.
- Davis, Mrs. O. S., Laconia, N. H.
- Dayton, Hazel I., asst. Osterhout F. L., Wilkes-Barre, Pa.
- Dean, Florence M., asst. P. L., Brooklyn, N. Y.
- Dean, Mathew, 1180 Dean St., Brooklyn, N. Y.
- Dean, Mrs. Mathew, 1180 Dean St., Brooklyn, N. Y.
- Decker, Cora M., asst. in. P. L., Scranton, Pa.
- Decker, C. V. A., Kingston, N. Y.
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- Dickerson, L. L., in. Grinnell Coll. L., Grinnell, Ia.
- \*Dickey, Helene L., in. Chicago Teachers' Coll. L., Chicago, Ill.
- Dickinson, Asa Don, editorial dept. Doubleday, Page & Co., Garden City, N. Y.
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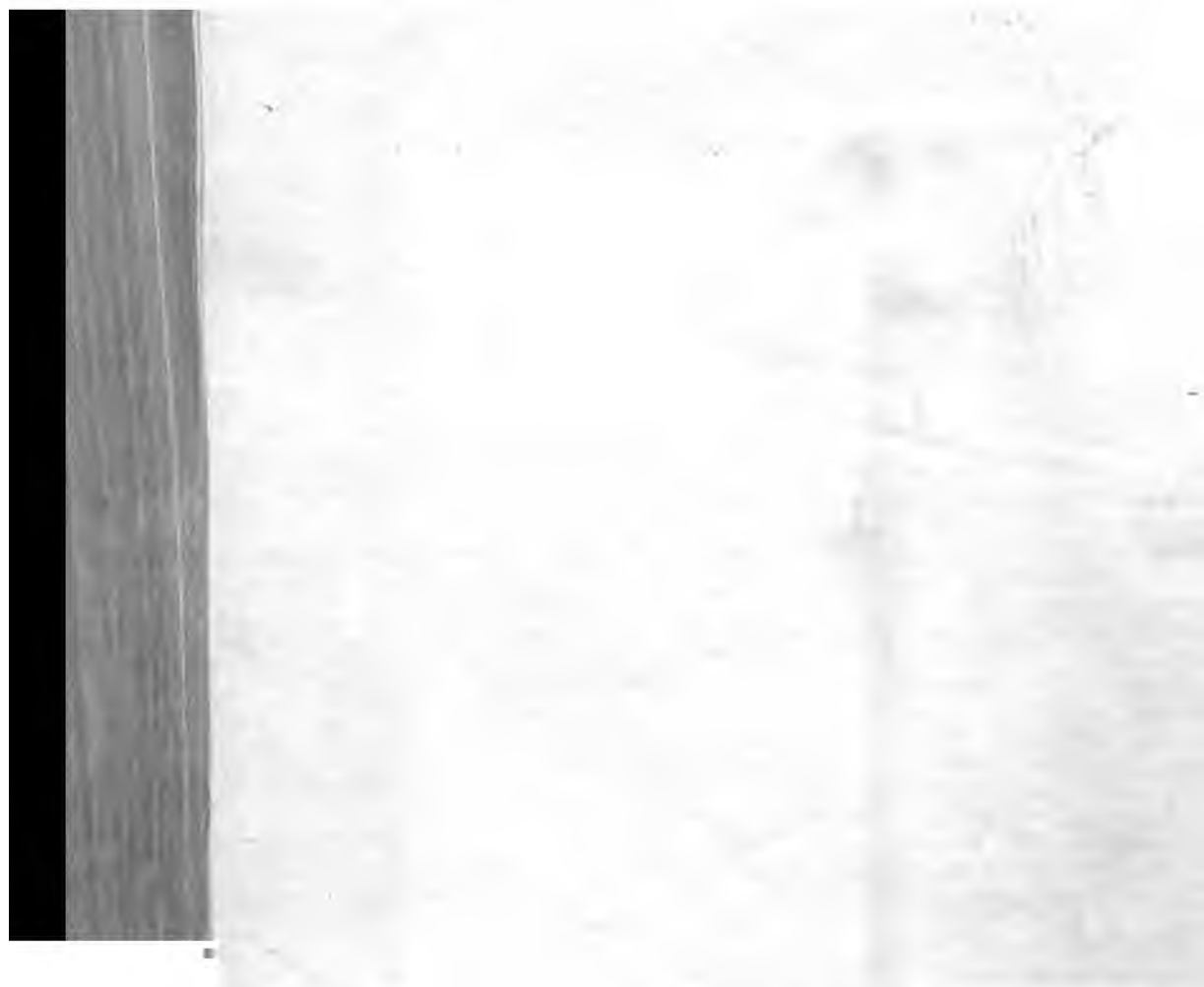
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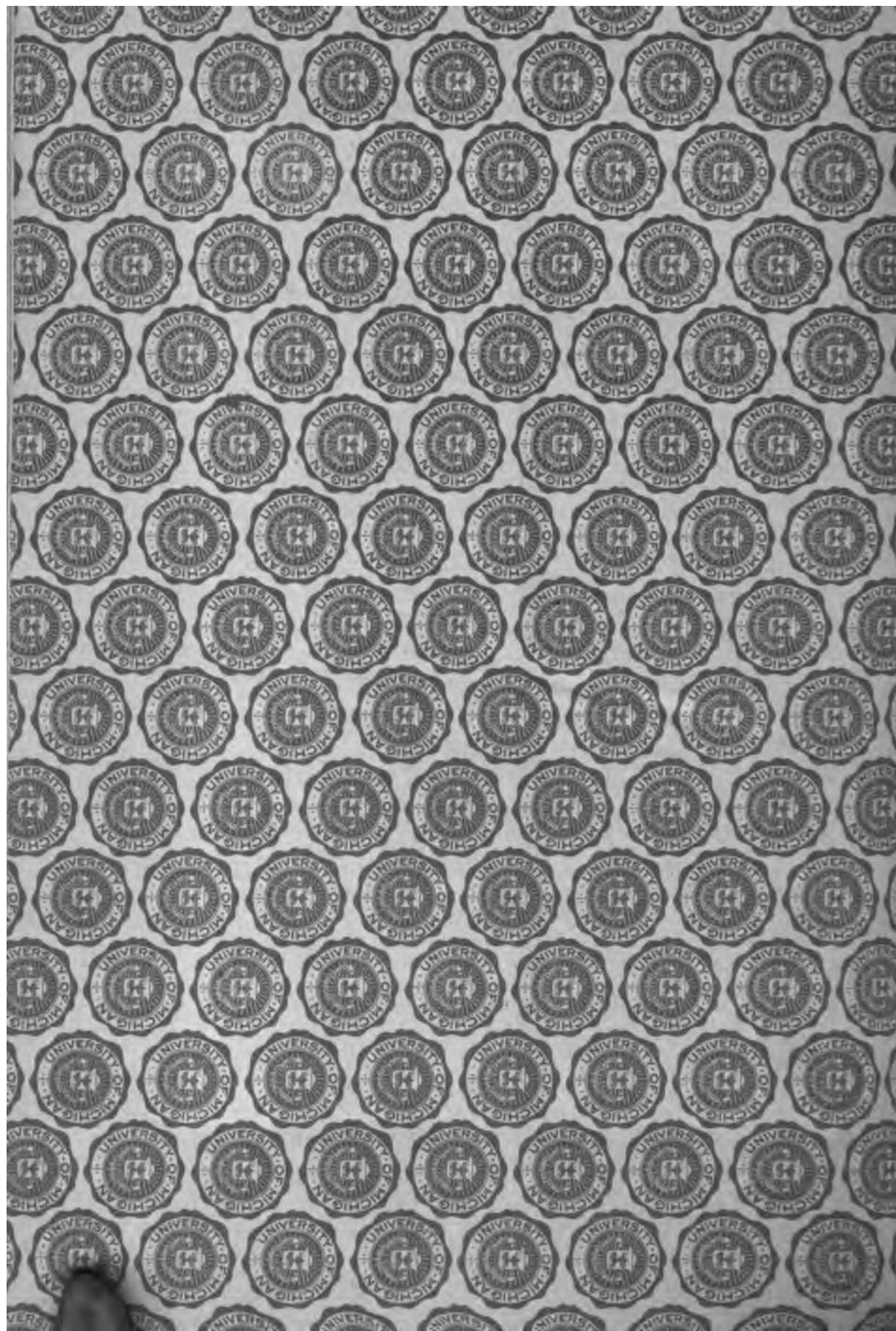












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